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ABSTRACT

This document contains accountability profiles with detailed information for the overseas schools of the Department of Defense Dependents' Schools (DoDDS). Each profile contains a description of the school, district, or area characteristics and highlights identified by the principal or superintendent. Profiles also contain the 1997-98 school improvement priorities for student achievement and citizenship, mathematics and science achievement, organizational development, educational technology use, and parent participation. Section A contains a profile of the overseas DoDDS overall. Other sections contain profiles for the Europe, Pacific, and Panama areas and the schools and districts in each area. (SLD)

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building *futures* in a global *community*

TM030289

Department of Defense Education Activity

Department of Defense
Dependents Schools (DoDDS)

Accountability Profiles

1997 - 1998

2

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DEPARTMENT OF DEFENSE EDUCATION ACTIVITY
SCHOOL, DISTRICT, AREA, AND SYSTEM
1997-1998

ACCOUNTABILITY PROFILES

Department of Defense Education Activity
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Table of Contents

		Page
Message From Dr. Lillian Gonzalez		i
Introduction		1
How to Use This Report		2
DoDDS System Profile	**Lillian Gonzalez, Director**	Section A
Europe Area Profile	**John Davis, Area Superintendent**	Section B
Brussels District Profile	**Lorraine Shanoski, (Acting) Superintendent**	Section C
AFCENT Elementary School	Robert W. Nance, Principal	
AFCENT High School	Douglas L. Carlson, Principal	
Bitburg Elementary School	Dorothy Behm, Principal	
Bitburg Middle School	Virginia V. Briggs, Principal	
Bitburg High School	Marjorie Lewallen, Principal	
Brussels Elementary/High School	Ben Briggs, Principal	
Geilenkirchen Elementary School	James Van Dierendonck, Principal	
Kleine Brogel Elementary School	Steve Hain, Principal	
SHAPE Elementary School	Linda L. Curtis, Principal	
SHAPE High School	Barbara Ferg-Carter, Principal	
Spangdahlem Elementry School	Dee Ann Edwards, Principal	
Spangdahlem Middle School	Donna Warner, Principal	
Volkel Elementary School	Joseph Wertheimer, Principal	
Heidelberg District Profile	**Joan Wilcox, Superintendent**	Section D
Augsburg Elementary School	Linda McCauley, Principal	
Augsburg High School	Olaf Zwicker, Principal	
Bad Aibling Elementary/High School	Roger E. Youngman, Principal	
Boeblingen Elementary School	Charles L. Callahan, Principal	
Garmisch Elementary School	James McNeil, Principal	
Heidelberg Middle School	Bill Boyer, Principal	
Heidelberg High School	Lewis Johnson, Jr., Principal	
Mannheim Elementary School	Ardelle S. Hamilton, Principal	
Mannheim Middle School	Catherine Boyer, Principal	
Mannheim High School	Ken Goldstein, Principal	
Mark Twain Elementary School	Charles Ragland, Principal	
Patch Elementary School	Carol M. Ackermann, Principal	
Patch High School	Ira J. Scheier, Principal	
Patrick Henry Elementary School	Gayle Vaughn-Wiles, Principal	
Robinson Barracks Elementary School	Susan R. Pleiss, Principal	
Worms Elementary School	Bonnie Bowen-Hannan, Principal	

Hessen District Profile	**Elizabeth Walker, Superintendent**......................	Section E
Argonner Elementary School	Ora Flippen-Casper, Principal	
Aukamm Elementary School	L. B. Connell, Principal	
Babenhausen Elementary School	Jacqueline Hulbert, Principal	
Bad Nauheim Elementary School	Nancy Hammack, Principal	
Butzbach Elementary School	Marion Parker, Principal	
Darmstadt Elementary School	Julie Gaski, Principal	
Darmstadt Middle School	Thomas Starratt, Principal	
Gelnhausen Elementary School	Carl McClelland, Principal	
General H.H. Arnold High School	Olaf Zwicker, Principal	
Giessen Elementary School	David Russell, Principal	
Giessen Middle/High School	Carol J. Kuzmick, Principal	
Hainerberg Elementary School	Meren James, Principal	
Halvorsen-Tunner Elementary/Middle School	Ophelia Phillips, Principal	
Hanau Middle School	Linda L. McCauley, Principal	
Hanau High School	Sandra R. Matthys, Principal	
Sportfield Elementary School	Eric G. Gentry, Principal	
Wiesbaden Middle School	Marion Scott Hendrick, Principal	

Italy District Profile	**Candace M. Ransing, Superintendent**................	Section F
Aviano Elementary School	Joel K. Hansen, Principal	
Aviano High School	Lavonne Tawney, Principal	
Gaeta Elementary/Junior High School	Robert Kirkpatrick, Principal	
La Maddalena Elementary School	Kathleen Cummings, Principal	
Livorno Elementary/High School	Robert Kubarek, Principal	
Naples Elementary School	Susan Martz-Cothran, Principal	
Naples High School	Jim Szoka, Principal	
Pordenone Elementary School	Joan Porter, Principal	
Sigonella Elementary/High School	James Bowers, Principal	
Vajont Elementary School	Robert J. Richards, Principal	
Verona Elementary School	Wilma Holt, Principal	
Vicenza Elementary School	Robert Allen, Principal	
Vicenza High School	Peter Price, Principal	

Kaiserslautern District Profile	**Terrence D. Kacik, Superintendent**....................	Section G
Bad Kreuznach Elementary School	Elaine Grande, Principal	
Bad Kreuznach High School	Charles Helmstetter, Principal	
Baumholder High School	Thomas F. Dignan, Principal	
Dexheim Elementary School	Katherine L. Peters, Principal	
Kaiserslautern Elementary School	Lester Hany, Principal	
Kaiserslautern Middle School	Dennis McGuane, Principal	
Kaiserslautern High School	Jerry Ashby, Principal	
Landstuhl Elementary/Middle School	Jennifer L. Rowland, Principal	
Neubruecke Elementary School	Margaret Hoffman, Principal	
Ramstein Elementary School	Lee Hunt, Principal	

Ramstein Intermediate School	Judith A. Mayo, Principal	
Ramstein Junior High School	Jacqueline Yardley, Principal	
Ramstein High School	William Diesselhorst, Principal	
Sembach Elementary/Middle School	G. Williams-Fitzpatrick, Principal	
Smith Elementary School	Richard Nielsen, Principal	
Vogelweh Elementary School	Rosemarie Arnestad, Principal	
Wetzel Elementary School	Debra A. Brooks, Principal	
Turkey District Profile	**Thomas Ellinger, Superintendent**........................	Section H
Ankara Elementary/High School	Sandra Daniels, Principal	
Bahrain Elementary/High School	Carl Albrecht, Principal	
Incirlik Elementary School	Fran Austin, Principal	
Incirlik High School	Peggy Bullion, Principal	
Izmir Elementary/High School	Allen Davenport, Principal	
Lajes Elementary School	Susan Ussery, Principal	
Lajes High School	Gilbert Fernandes, Principal	
Rota Elementary School	Barbara Rudometkin, Principal	
Rota High School	Gene Perillo, Principal	
Sevilla Elementary School	Rosemary Letonoff, Principal	
United Kingdom District Profile	**Andrew Zacharias, Superintendent**....................	Section I
Alconbury Elementary School	William Ramos, Principal	
Alconbury High School	Charles Toth, Principal	
Alfred T. Mahan Elementary School	Richard R. Alix, Principal	
Alfred T. Mahan High School	Arnold Watland, Principal	
Croughton Elementary/Middle School	Emma Siegel, Principal	
Feltwell Elementary School	Sharon Freed, Principal	
Lakenheath Elementary School	Ed Drozdowski, Principal	
Lakenheath Middle School	Shelley Rucker, Principal	
Lakenheath High School	H. Blan Palmer, Principal	
Liberty Intermediate School	Patricia Munday, Principal	
London Central High School	Samuel D. Menniti, Principal	
Menwith Hill Elementary/Middle School	Thomas Smith, Principal	
West Ruislip Elementary School	Cathy Magni, Principal	
Wuerzburg District Profile	**Richard Osner, Superintendent**...........................	Section J
Amberg Elementary School	Carl McClelland, Principal	
Ansbach Elementary School	Wayne Dozark, Principal	
Ansbach Middle/High School	Larry Sessions, Principal	
Bad Kissingen Elementary School	Judy Sessions, Principal	
Bamberg Elementary School	Eldrenna R. Durham, Principal	
Bamberg High School	Bud Korth, Principal	
Grafenwoehr Elementary School	Richard Sagerman, Principal	
Hofenfels Elementary School	Susan Somaini, Principal	
Hofenfels High School	Michael Thompson, Principal	
Illesheim Elementary/Middle School	Donald Ness, Principal	

Kitzingen Elementary School	Janet Colvin, Principal	
Rainbow Elementary School	C. Margaret Deatherage, Principal	
Schweinfurt Elementary School	Daniel J. Osgood, Principal	
Schweinfurt Middle School	E. B. Stafford, Principal	
Vilseck Elementary School	Martin M. Kinney, Principal	
Vilseck High School	David Witte, Principal	
Wuerzburg Elementary School	David Trukositz, Principal	
Wuerzburg Middle School	Karen J. Kroon, Principal	
Wuerzburg High School	Ron Steinman, Principal	
Pacific Area Profile	**Nancy Bresell, Area Superintendent**	Section K
Japan District Profile	**Margaret Rach, Superintendent**	Section L
Arnn, John O. Elementary School	Mark Benham, Principal	
Byrd, Richard E. Elementary School	Thomas Whitaker, Principal	
Cummings Elementary School	Ruth Morgan, Principal	
Darby, Jack N. Elementary School	Mary Simmons, Principal	
Edgren, Robert D. High School	Bruce Derr, Principal	
King, Ernest J. Elementary/High School	Sara Porter, Principal	
Kinnick, Nile C. High School	Maureen M. Belanger, Principal	
Lanham, Shirley Elementary School	Peter Grenier, Principal	
Perry, Matthew C. Elementary School	Susan H. Jackson, Principal	
Perry, Matthew C. Junior High/High School	Sandra DiQuinzio, Principal	
Sollars Elementary School	Randell Ekanger, Principal	
Sullivans Elementary School	Carol Cressy, Principal	
Yokota East Elementary School	Charles Yahres, Principal	
Yokota West Elementary School	Kathryn Forystek, Principal	
Yokota High School	Douglas McEnery, Principal	
Zama Junior High/High School	Susan Burdick, Principal	
Korea District Profile	**Douglas Kelsey, Superintendent**	Section M
Joy, C. Turner Elementary School	Howell Iles, Principal	
Osan American Elementary School	Suzanne E. O'Shea, Principal	
Osan American High School	John Provinsal, Principal	
Pusan Elementary/High School	Alexia Venglik, Principal	
Seoul American Elementary School	John Blom, Principal	
Seoul American High School	Dennis Rozzi, Principal	
Taegu American School	Jim G. Harrison, Principal	
Okinawa District Profile	**Steven Bloom, Superintendent**	Section N
Amelia Earhart Intermediate School	Stanley Hays, Principal	
Bechtel Elementary School	Terry Rhicard, Principal	
Bob Hope Primary School	Shawne Cryderman, Principal	
Kadena Elementary School	Terry Giles, Principal	
Kadena Middle School	Ruth R. Hatcher, Principal	
Kadena High School	Deborah Berry, Principal	
Killin Elementary School	Al Lohse, Principal	

Kinser Elementary School — Judy Allen, Principal
Kubasaki High School — Tim Kilkenny, Principal
Lester Middle School — Diane Bell, Principal
Stearley Heights Elementary School — Van Dale S. Furusho, Principal
Zukeran Elementary School — Sharon Carter, Principal

Panama Area Profile **Linda Renz, Area Superintendent**.. Section O
Panama District Profile **Ruth Russell, Superintendent**.............................. Section P
Balboa High School — Thomas Price, Principal
Curundu Elementary School — Barbara L. Cairns, Principal
Curundu Middle School — Howard Perkins, Principal
Ft. Clayton Elementary School — Barbara Seni, Principal
Ft. Kobbe Elementary School — Vinita Swenty, Principal
Howard Elementary School — Susan Beattie, Principal
W.T. Sampson Elementary/High School — Ronald Sharik, Principal

Message from Dr. Lillian Gonzalez, Director
Department of Defense Education Activity (DoDEA)

A vision statement is generally written in such general language that it can rarely do more than inspire. Moving from inspiration to achievement requires a detailed plan. The DoDEA Community Strategic Plan is just that. It details the goals and benchmarks that are milestones on the way to becoming the school system described in the DoDEA vision statement. Ten interdependent education goals were identified as requirements for achieving the DoDEA vision. A number of benchmarks were developed to define discrete, measurable performance criteria for each of the goals. Every year specific goals and benchmarks are selected as priorities.

School year 1997-1998 saw significant advances in our strategic goals and benchmarks. DoDDS established 14 new Sure Start programs for a total of 55 programs. Parents, teachers, and students at a sample of 100 schools completed the first Customer Satisfaction Survey. The survey indicates that DoDEA's customers, parents, students, and teacher/staff, are generally very satisfied with their schools. Parents indicated that they are most satisfied with their child's teacher. It was also a year in which demands for world class schools led to the creation of a new DoDEA district on Guam. In an extraordinary example of determination, cooperation, and hard work, classrooms for more than two thousand students were constructed, staffed, and fully supplied in only seventy-nine days. We welcome the Guam district to the DoDEA family. As an outgrowth of the school improvement process, the Framework for School Improvement Support was implemented to develop model programs to meet the unique needs of DoDEA schools. The Framework is providing resources and innovative practices to help meet these challenges including schools with very high rates of mobility and deployment.

This two-volume publication offers a glimpse of DoDEA during the third year of its five-year transformation process. The 1997-1998 student performance data are included in both the **Accountability Report** and the **Accountability Profiles** and can be compared to those of previous years, including the baseline data of school year 1993-1994. I thank you for your interest in and support of the students and programs in our schools, and invite you to share in our vision for DoDEA's future.

By the year 2000,

DoDEA will be a learner-centered organization,

Unbound by traditional school concepts of time, location and age requirements,

And recognized for its ability to provide students with the knowledge and high level skills required for success in a global community.

Introduction

The DoDEA Community Strategic Plan outlines the ten goals that are the vehicle for moving DoDEA toward the vision of "an organization without boundaries, united in purpose with the community, and with the latest technology to empower students." The DoDEA Community Strategic Plan also "established benchmarks, or measurable commitments, for each of the ten goals." One of DoDEA's priority benchmarks (9.1) is to "By the year 2000 ... establish and evaluate a systemwide accountability process for the monitoring of the Strategic Plan, school improvement process, and student progress." A second priority benchmark (10.7) is to "By the year 2000 ... create an effective communication system to share information among all of the DoDEA constituencies as measured by formal and informal surveys, random sampling, and interviews." This report is one step DoDEA has taken toward achieving these goals and benchmarks.

This volume includes **Accountability Profiles** that present significant information at the school, district, area, and system levels. It presents a rich resource for parents, students, teachers, and the community to examine achievement in the DoDEA school improvement process. The information presented in this report were selected because they:

- are directly related to the systemwide goals
- can be influenced by school initiatives
- are important for understanding the local context
- are useful in making educational decisions
- are essential for school improvement and student growth
- can be evaluated against a meaningful standard

How the Accountability Profiles are organized

The **Accountability Profiles** report is organized into two documents. The first document includes the system, area, district, and school profiles for the Department of Defense Dependents Schools (DoDDS), the overseas schools. The second document includes the system, district, and school profiles for the Department of Defense Domestic Dependents Elementary and Secondary Schools (DDESS), the domestic schools. The areas, districts, and schools are organized alphabetically within each larger organizational group.

How to use this report

This report includes detailed information for both the domestic (DDESS) and overseas (DoDDS) schools. As DDESS and DoDDS are authorized under different legislation and, traditionally, have been administered somewhat independently, the data reported for the domestic and overseas schools, while comparable, are in some cases different. In particular, there are four areas where the data are not comparable.

1. The *Priority Benchmarks* established by the DoDEA Community Strategic Plan for DDESS and DoDDS are different although they share Benchmark 8.1.

2. The *Special Programs* offered in DoDDS and DDESS are somewhat different. For example, the Advancement Via Individual Determination (AVID) and Reading Recovery programs are only employed in DoDDS.

3. In 1997-1998, DoDDS and DDESS students in grades 3-11 took the CTBS/5 Terra Nova, Multiple Assessment. Prior to 1997-1998, six different tests were administered in DDESS schools, varying largely by the state in which the district is located. The grade levels tested also vary across the DDESS districts. In 1996-1997, DoDDS students in grades 4, 6, 8, and 10 took the CTBS/5 Terra Nova, Multiple Assessment for the first time. In 1996-1997, DoDDS students in grades 3, 5, 7, 9, and 11 took the Comprehensive Tests of Basic Skills, Fourth Edition (CTBS/4). Prior to 1996-1997, DoDDS students in grades 3-11 took the CTBS/4.

4. The DoDEA Writing Assessment is administered to all DoDDS students in grades 5, 8, and 10. Several DDESS districts administered the DoDEA Writing Assessment for the first time in 1997-1998. Prior to 1997-1998, while several DDESS districts administered writing assessments, the assessments administered varied from state to state. Since the content and norms of the assessments varied across states and publishers, only results for the DoDEA Writing Assessment are presented in this report. Where available, DDESS school and district level data are presented.

Each profile includes the following sections:

- School, District, Area, or System Characteristics
- Principal's, Superintendent's, or Director's Highlights
- Benchmark Priorities
- School-Home Partnership Self-Evaluation Data
- Standardized Test Results

School, District, Area, or System Characteristics

Each profile includes the following information:

- **Student enrollment** data are presented graphically by gender and ethnic groups and are provided in tables by grade levels.

- **Special programs** presents a summary of common programs available in DoDDS and DDESS. This summary includes the grade levels served, the number of students enrolled in the programs, and the percent of the total school enrollment. The special programs include special education, talented and gifted (TAG), English as a second language (ESL), the number of students enrolled in Advanced Placement (AP) courses and the number of AP courses. (Students enrolled in more than one AP course are only counted once.) For DoDDS, the special programs also include Reading Recovery and AVID.

- **Mobility Rate** is a measure of how often students move in and out of a school during the school year. It is reported as the percentage of students who enter or withdraw from a school during the year relative to the enrollment. (In DoDEA schools, domestic and overseas, mobility rates are generally considerably higher than most stateside schools due to the mobility of the military community we serve.)

- **Sponsor's Affiliation** provides a summary of the military services and civilian groups served by DoDEA schools. Each child's sponsor is included in this percentage. For example, if a sponsor has two children in a school, both children are included in the percentage for their school.

- **Professional Staffing** presents a graphical summary of the number of professional educators by gender and ethnic groups. Professional staff include teachers, administrators, librarians, guidance counselors, school psychologists, nurses, and other professional educators.

- **School Staff** summarizes the number of professional educators who serve a school, district, area, or system. The data are summarized for four categories: administrators, classroom teachers, special education teachers, and other professionals. The "other" category includes counselors, nurses, psychologists, librarians, and other support professionals. The metric reported is FTE or *full time equivalents.* FTE can be thought of as 40 hour per week units. For example, if a school has 20 forty-hour per week teachers and 4 twenty-hour per week teachers, they have 22 FTE teachers.

- **Teacher Education** reports the percentage of teachers who have completed various levels of undergraduate or graduate education. BA/BS indicates that a teacher has completed their Bachelors of Arts or Science degree. MA/MS represents a Master's degree and a Doctorate indicates a Ph.D. or Ed.D. degree.

Principal's, Superintendent's, or Director's Highlights

This section provides each Principal and Superintendent, and the DoDEA Director an opportunity to highlight special accomplishments and unique programs in their school, district, area, or system.

Priority Benchmarks

In this section, each Principal and Superintendent, and the DoDEA Director has the opportunity to briefly report on their progress on the priority benchmarks identified in the DoDEA Community Strategic Plan. With the exception of Benchmark 8.1, different benchmarks have been identified as priorities for DoDDS and DDESS.

School-Home Partnership (SHP) Progress

DoDEA conducted a self-evaluation of the School-Home Partnership initiative in the spring of 1998 in both DoDDS and DDESS. This evaluation was conducted with the School Improvement Leadership Team from each school augmented by parent leaders of the School Advisory Council, the Parent Teacher Organization, and/or the School-Based Management Council. Members of this team individually rated their school's status on each of the five tiers of the School-Home Partnership initiative. The five tiers are:

- Co-Communicators
- Co-Supporters
- Co-Learners
- Co-Teachers
- Co-Advocates, Advisors, and Decision-Makers.

Each tier was rated on a 5-point scale. The scale points indicate different levels of implementation of the School-Home Partnership tiers:

1. Traditional School Model
2. Little Progress toward the SHP goals
3. Visible Progress toward School-Home Partnership
4. Much Progress toward the SHP goals
5. Full School-Home Partnership

The average ratings of the teams are presented in this report.

Standardized Test Results

This section provides a summary of standardized test results including norm-referenced tests, the Scholastic Assessment Test (SAT), the American College Testing Assessment (ACT), and the DoDEA Writing Assessments.

- **Norm-Referenced Test** results are reported for Reading, Language, Social Studies, Mathematics and Science. This section includes school, district, system, and national median percentile scores. *Percentile scores* indicate how a student scored compared to students nationally. If a student scores at the 65th percentile, for example, he/she scored higher than approximately 65 percent of the students in the standardization sample. Percentile scores range from 1-99 and the national median is 50. Asterisks (**) indicate either that the school does not include students at that grade level or that fewer than 10 students were tested. In cases where fewer than 10 students were tested, valid inferences could not be made and the data are not presented.

  This section includes the results on the CTBS/5 Terra Nova, Multiple Assessment for grades 3-11. The pattern of grades presented on a school profile depends on the grades served in the school. Results for grades 3, 7, and 11 are presented on the district, area, and system profiles.

  For DoDDS, to assess progress toward **Benchmark 3.1** for Reading, Language, and Social Studies, the *Percent of Students Scoring in Each (percentile) Quarter* for 1996-1998 are reported in addition to the median percentiles for each subject and grade. The quarters are percentile ranges 1-25, 26-50, 51-75, and 76-99. (Nationally, 25 percent of the students score in each quarter; however, in DoDDS, proportionally fewer students score in the lower two quarters and more than 25 percent score in each of the upper two quarters.) The quarters are presented in bar graphs. The quarters are ordered (stacked) from low/bottom (1-25) to high/top (76-99).

  To assess progress toward **Benchmark 4.2** for Mathematics and Science, 1997 and 1998 median percentiles "gaps" are reported across ethnic groups in addition to the 1998 median percentiles for each subject and grade. Achievement ***gaps*** are the differences between the 1998 median percentile scores for each ethnic group and the 1994 DoDDS systemwide (baseline) medians.

Standardized Test Results

- **Norm-Referenced Test (Continued)**

  For DDESS, to assess progress toward **Benchmarks 3.1 and 4.3** for Reading, Language, Social Studies, Mathematics, and Science the *Percent of Students Scoring in Each (percentile) Quarter* in 1997 and 1998 are reported in addition to the 1998 median percentiles for each subject and grade. The quarters are percentile ranges 1-25, 26-50, 51-75, and 76-99. The quarters are presented in bar graphs. The quarters are ordered (stacked) from low/bottom (1-25) to high/top (76-99). (Nationally, 25 percent of the students score in each quarter; however, in DDESS, proportionally fewer students score in the lower two quarters and more than 25 percent score in each of the upper two quarters.)

- **Scholastic Assessment Tests (SAT)** are taken by the majority of high school seniors who plan to go on to college. This table presents the percentage of the high school seniors who took the test, % Participating, and the mean Verbal and Mathematics scores. The participation rate is an important factor when interpreting the mean scores because it determines who is included in the sample. The participation rates for both DoDDS and DDESS are significantly higher than the national percentages.

  SAT data are reported for the schools, districts, system, and nation. Results are reported for the two most current years available, 1997 and 1998.

- **American College Testing Assessments (ACT)** are taken by the majority of high school seniors who plan to apply to a college or university in the mid-western region of the United States. This table presents the percentage of the high school seniors who took the test, % Participating, and the mean English and Mathematics scores. The participation rate is an important factor when interpreting the mean scores because it determines who is included in the sample.

  ACT data are only reported for the high schools in the Ft. Campbell and Ft. Knox Districts. ACT summary data are also provided for the Ft. Campbell and Ft. Knox Districts. Results are reported for the two most current years available.

Standardized Test Results

- **Writing Assessments** are administered each spring to all DoDDS students in grades 5, 8, and 10. Several DDESS districts administered the DoDEA Writing Assessment for the first time in 1997-1998. Prior to 1997-1998, while several DDESS districts administered writing assessments, the assessments administered varied from state to state. Since the content and norms of writing assessments varied significantly across states and publishers, only results for the DoDEA Writing Assessment are presented.

  For DoDDS, the Accountability Profiles summarize the results for the last three years. For DDESS only 1997-1998 data are available. The number of students tested, whether or not the DoDEA standard was met, and the percentages of students at each performance level are presented. Four levels of performance are reported: *Distinguished, Proficient, Apprentice, and Novice/Undeveloped*. The percentage of *Unscorable* papers (e.g., illegible and off topic) is also reported.

  For DDESS, writing assessment data is only presented for a school if all students (classes) at a grade level were tested. DDESS system data are presented and district data are presented where they are available.

SECTION A

DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

DEPARTMENT OF DEFENSE DEPENDENTS SCHOOLS
1997-1998

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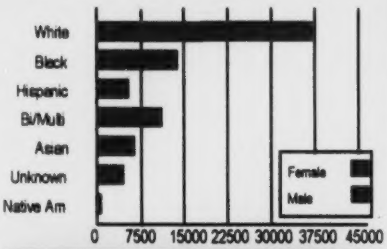
Department of Defense Education Activity
Department of Defense Dependents Schools (PK-12)
1997/98 System Profile
Lillian Gonzalez, Director

System Characteristics

Student Enrollment - 77,641



Special Programs			
Grade Offered	Program		
PK-12	Special Education	7554	10%
K-8	TAG	5806	9%
K-12	ESL	2612	3%
1	Reading Recovery	671	8%
7-12	AVID	1439	
AP Courses Offered		273	
Students Taking AP Courses		2041	34%

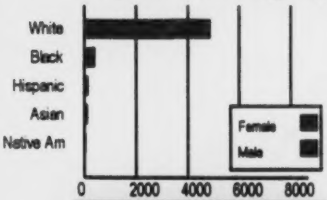
Grade	
PreK	1047
K	7834
1	7955
2	8031
3	7593
4	6971
5	6596
6	6025
7	5625
8	5140
9	4683
10	4112
11	3301
12	2728
Total	77641

Sponsor Affiliation	
Marine	6%
Army	36%
Navy	14%
Air Force	31%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	12%
Non-US Civilians	2%

Teacher Experience	
Years	Teachers
New	110
1-3	299
4-6	397
7-10	586
> 10	4195

Mobility Rate
35% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	291
Classroom Teachers	4229
Special Education	506.5
Other Professionals	912.2

Teacher Education	
Degree	% Teachers
BA/BS	32 %
MA/MS	66 %
Doctorate	3 %

Director's Highlights

The Department of Defense Dependents Schools (DoDDS) system is an organizational element of the Department of Defense Education Activity (DoDEA) that provides a quality education for the dependents of Department of Defense military and civilian personnel on official overseas assignments. The schools focus on the DoDEA mission to provide a world-class educational program that inspires and prepares all students for success in a dynamic global environment.

School Year 1997-98 saw significant advances in all strategic goals and benchmarks. DoDDS established 14 new Sure Start programs for a total of 55 programs. Intensive professional development was a focus at all levels of the organization. The first Customer Satisfaction Survey was completed by parents, teachers, and students at a sample of 100 schools. The survey indicates that DoDEA's customers, parents, students, and teacher/staff, are generally very satisfied with their schools. Parents indicated they are most satisfied with their child's teacher.

The Framework for School Improvement Support was initiated to develop model programs to meet the unique needs of DoDEA schools. The Framework is providing resources and innovative practices to help meet these challenges including schools with very high rates of mobility and deployment.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

DoDDS student performance continues to be well above the national norm. More than 75% of DoDDS students at grades 5, 8, and 10 scored at the "proficient" level on the DoDEA Writing Assessment. DoDDS 12th graders scored above the national average on the ACT English and Reading subtests and the Verbal portion of the SAT.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

DoDDS student performance on the CTBS in mathematics and science was well above the national norm. While the achievement gaps in mathematics and science between DoDDS African American and Hispanic students and the systemwide baseline increased slightly in 1998, they are significantly smaller than when the DoDEACommunity Strategic Plan was initiated in 1994.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

DoDEA has developed a web site (http://www.odedodea.edu) which is updated regularly with news and information. The web site includes the DoDEA "Spirit of Excellence" newsletter and the system Accountability Report and school Accountability Profiles. A number of brochures, guides, and videos were produced including an overview of "Work Sampling" for early childhood.

Benchmark 10.8: Establish Technology for teachers and administrators

DoDEA far exceeds the nation in the availability, use, and curriculum integration of technology as measured by the School Technology and Readiness (STaR) assessment; 13% of DoDEA schools scored at the highest level, Target Tech, while 57% were rated as High Tech, and none were rated as Low Tech. (Nationally, only 3% and 12% of schools are rated as Target Tech and High Tech, respectively.)

Average Ratings of SHIP Progress	
Tier	**DoDDS**
Co-Communicators	3.9
Co-Supporters	3.5
Co-Learners	3.1
Co-Teachers	3.5
Co-Advisors	3.3
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation	

Goal 8: Parental Participation

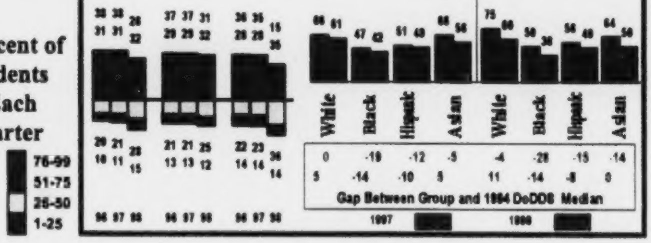
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

A self-evaluation of the 5 tiers of the DoDEA School-Home Partnership model indicated that there are increasingly strong partnerships between schools and parents as documented by the overall findings. Quantitatively, the evaluation showed significant growth in every tier from 1997 to 1998 with the greatest growth in co-support and co-teaching.

Grade 3

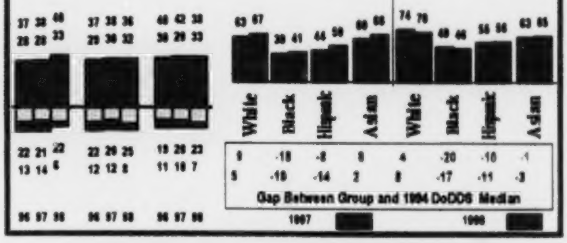
	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
1998 Median Percentiles for: **DoDDS**	57.1	61.4	50.5	57.2	53.4
Nation	50	50	50	50	50
# Students	6952	6952	6946	6962	6952

Percent of Students in Each Quarter



Grade 7

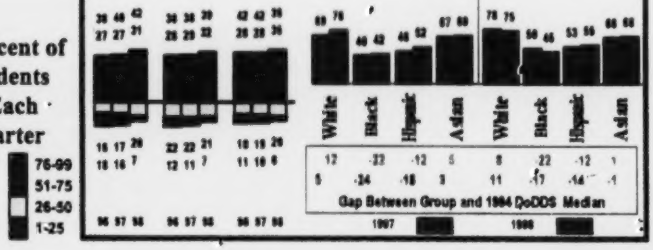
	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
1998 Median Percentiles for: **DoDDS**	68.6	64.6	65.9	59.9	64.9
Nation	50	50	50	50	50
# Students	5168	5167	5155	5177	5164



Grade 11

	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
1998 Median Percentiles for: **DoDDS**	69.9	69	69	65.4	66.5
Nation	50	50	50	50	50
# Students	2966	2965	2964	2983	2963

Percent of Students in Each Quarter



SAT Results		DoDDS	Nation
% Participating	97	63%	41%
	98	62%	43%
Math Avg Score	97	505	511
	98	505	512
Verbal Avg Score	97	515	505
	98	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

DoDEA
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Arlington, VA 22203-1635

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(703) 696-4462

DoDEA Writing Assessment

				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	6259	Met	33%	51%	13%	2%	1%
5	97	6143	Met	31%	57%	7%	1%	4%
5	98	6017	Met	19%	75%	5%	0%	0%
8	96	4804	Not Met	22%	40%	30%	6%	1%
8	97	4600	Met	32%	44%	15%	2%	6%
8	98	4613	Met	30%	49%	17%	3%	1%
10	96	3507	Not Met	28%	45%	21%	5%	0%
10	97	3575	Met	42%	38%	15%	2%	3%
10	98	3572	Met	42%	41%	12%	5%	1%

SECTION B

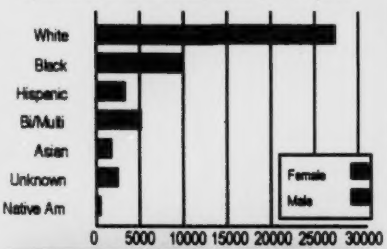
DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

EUROPE AREA
1997-1998

Department of Defense Education Activity
Europe Area (PK-12)
1997/98 Area Profile
John Davis, Superintendent

Area Characteristics

Student Enrollment - 49,527



Special Programs			
Grade Offered	Program		
PK-12	Special Education	5384	11%
K-8	TAG	3236	8%
K-12	ESL	1128	2%
1	Reading Recovery	467	9%
7-12	AVID	1106	▨
AP Courses Offered		201	▨
Students Taking AP Courses		1325	34%

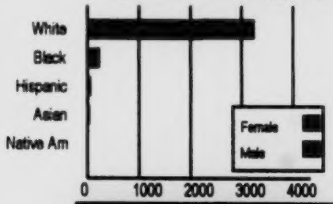
Grades	
PreK	659
K	5009
1	5076
2	5086
3	4849
4	4379
5	4170
6	3915
7	3588
8	3260
9	3006
10	2634
11	2139
12	1757
Total	49527

Sponsor Affiliation	
Marine	<.5%
Army	48%
Navy	9%
Air Force	31%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	10%
Non-US Civilians	2%

Teacher Experience	
Years	Teachers
New	53
1-3	131
4-6	190
7-10	359
> 10	2879

Mobility Rate
36% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	201
Classroom Teachers	2717.5
Special Education	345.5
Other Professionals	603.7

Teacher Education	
Degree	% Teachers
BA/BS	28 %
MA/MS	70 %
Doctorate	3 %

Superintendent's Highlights

Providing a world class education to dependent children of Department of Defense military and civilian members serving in the European theater is the mission of the DoDDS- Europe Area. Almost 4000 educators serve approximately 50,000 students attending 118 schools located in 10 European countries. The Area is organized into eight districts.

Results of SY 97/98 system-wide testing showed that student achievement in all grades and subjects tested was above the national average. Language scores were above the 60th median national percentile (MNP) in grades 3-12. Reading, social studies and science scores were above the 60th MNP in grades 4-11. DoDDS-Europe students again exceeded the standard for writing proficiency set forth in the Community Strategic Plan.

The Framework for School Improvement Support was implemented in six Area schools. The Framework provided intensive,support as these schools conducted comprehensive needs assessments, analyzed data, and developed innovative strategies in order to revise school improvement plans designed to accelerate student achievement.

Area-sponsored activities provided students extended learning opportunities in the visual and performing arts. Student leadership, citizenship, and teamwork were promoted through JROTC and the interscholastic athletic programs.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97/98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Student achievement was promoted through Area-sponsored student activities and targeted programs. Publication of the second edition of SHOWCASE, a K-12 student anthology, featured the work of more than 650 students. The capacity for publication at the local level was fostered through teacher leadership teams. ASO supported the district Language Arts pre-implementation initiatives.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Certification of 21 high school AVID programs ensured quality and adherence to program standards. Staff development in "Caring Competencies" and "Study Skills" focused on equitable classroom practices. Training for assistant principals at the AP conference centered on school strategies for "Closing the Gap." ASO/ASC collaboration resulted in useful student data reports to DSO's.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Successful interface with military commands resulted in reestablishing the European Schools Council and renewed cooperation in pinpoint assignments. School visits, open forum meetings, town hall presentations, orientations, and briefings to stakeholders were conducted to address local concerns and promote initiatives. Administrators received training to help them communicate more effectively with the media.

Benchmark 10.8: Establish Technology for teachers and administrators

Training in the effective use and integration of technology was provided at the AP conference with emphasis on distance education, video teleconferencing, education and the internet. The procurement of upgraded hardware and software enhanced the ASO's capabilities. Upgraded technology and training for JROTC increased the capabilities for automated cadet recordkeeping.

Average Ratings of SHP Progress		
Tier	**Area**	**DoDDS**
Co-Communicators	3.9	3.9
Co-Supporters	3.5	3.5
Co-Learners	3.1	3.1
Co-Teachers	3.5	3.5
Co-Advisors	3.3	3.3
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation		

Goal 8: Parental Participation

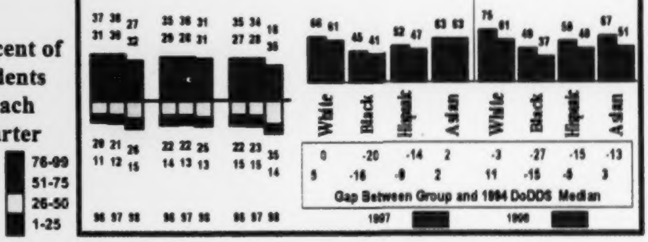
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

The ASO continued to promote stakeholder participation at all tiers of the SHP model. Parent members were included on student activity leadership planning teams. Training and guidance in the parent workshop component of the new AVID curriculum was provided. The Framework Leadership Team has increased the involvement of constituents in the Framework for School Improvement Support.

Grade 3

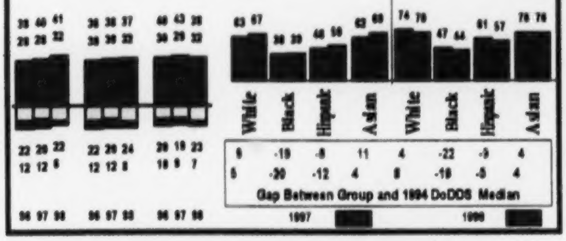
	Benchmark 3.1			Benchmark 4.2	
1998 Median Percentiles for:	Read	Lang	Soc Stdy	Math	Science
Area	58.1	61.4	50.9	56.6	54.3
DoDDS	57.1	61.4	50.5	57.2	53.4
Nation	50	50	50	50	50
# Students	4419	4419	4420	4429	4421

Percent of Students in Each Quarter



Grade 7

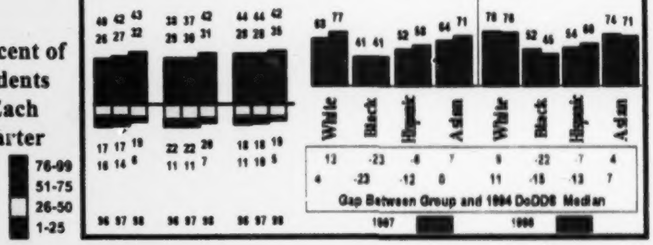
	Benchmark 3.1			Benchmark 4.2	
1998 Median Percentiles for:	Read	Lang	Soc Stdy	Math	Science
Area	68.9	65.1	65.9	59.4	65.6
DoDDS	68.6	64.6	65.9	59.9	64.9
Nation	50	50	50	50	50
# Students	3296	3295	3287	3305	3292



Grade 11

	Benchmark 3.1			Benchmark 4.2	
1998 Median Percentiles for:	Read	Lang	Soc Stdy	Math	Science
Area	70.8	70.1	70.9	67	68
DoDDS	69.9	69	69	65.4	66.5
Nation	50	50	50	50	50
# Students	1929	1928	1927	1944	1925

Percent of Students in Each Quarter



SAT Results		Area	DoDDS	Nation
% Participating	97	65%	63%	41%
	98	65%	62%	43%
Math Avg Score	97	507	505	511
	98	505	505	512
Verbal Avg Score	97	520	515	505
	98	517	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

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APO AE 09096

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49-611-380-7614

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	3917	Met	30%	53%	14%	2%	1%
5	97	3943	Met	31%	57%	6%	1%	4%
5	98	3794	Met	18%	75%	5%	0%	0%
8	96	2968	Not Met	22%	40%	30%	6%	1%
8	97	2811	Met	34%	44%	14%	2%	6%
8	98	2926	Met	30%	49%	17%	3%	1%
10	96	2216	Not Met	28%	45%	21%	5%	0%
10	97	2353	Met	43%	37%	15%	2%	3%
10	98	2270	Met	43%	39%	12%	5%	1%

SECTION C

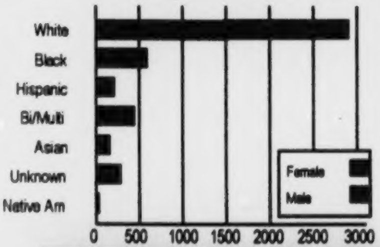
DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

BRUSSELS DISTRICT
1997-1998

Department of Defense Education Activity
Brussels District (PK-12)
1997/98 District Profile
Lorraine Shanoski, (Acting) Superintendent

District Characteristics

Student Enrollment - 4,569



Grade	
PreK	100
K	466
1	408
2	430
3	391
4	392
5	371
6	358
7	357
8	316
9	294
10	274
11	226
12	186
Total	4569

Special Programs

Grade Offered	Program		
PK-12	**Special Education**	426	9%
K-8	TAG	277	8%
K-12	ESL	149	3%
1	Reading Recovery	8	2%
7-12	AVID	130	▨
AP Courses Offered		29	▨
Students Taking AP Courses		143	35%

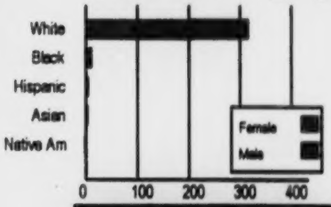
Sponsor Affiliation	
Marine	<.5%
Army	21%
Navy	2%
Air Force	61%
Coast Guard	<.5%
Non-US Military	1%
US Civilians	7%
Non-US Civilians	7%

Teacher Experience

Year	Teacher
New	4
1-3	12
4-6	18
7-10	31
> 10	271

Mobility Rate
26% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	23
Classroom Teachers	259
Special Education	29.5
Other Professionals	49

Teacher Education

Degree	% Teacher
BA/BS	30 %
MA/MS	68 %
Doctorate	2 %

Superintendent's Highlights

Curriculum delivery plays a major role in our belief that all students will be guaranteed a quality education. This year we implemented a program of administrative curriculum leadership which included the creation of quality indicators for administrators to use during classroom observations. District staff continue to hone their skills in curricular areas as well.

Professional development opportunities offered to district educators to improve instruction included: Instructional Analysis, Principles of Learning, Mentoring the Mentor, Active Participation, Inclusive Practices, and Autism Training. Improving school culture was the aim of course work in community building and Habits of the Heart.

As this has been the year to "Show me the evidence!", our district has placed a high emphasis on the development of local assessment tools designed to measure the degree of success of school improvement efforts. District staff continued to study the area of assessment and actively helped schools create assessment tools and scoring instruments that would guide instruction.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

An assessment which uses a rubric to guide instruction and contains teaching suggestions was created and field tested. Training in using rubrics to score was provided as well as training in how to more effectively use pretest results to guide instruction. Training in leadership skills, Service Learning, and instructional strategies for social studies continues.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Performance-based assessment tools and scoring instruments continue to be developed and fine tuned. Training in use of these tools is ongoing. Science STAR (Student Teachers as Resources) provides ways for lower performing students to acquire and refine specific skills and then use those skills to teach others. Instruction in technology in the classroom was a focus this year.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Local area networks have been established insuring that all teachers and administrators at each site have the capability to communicate and share information electronically. A web server has been installed which allows schools and district personnel to publish on the district website. Instruction has been given to all district staff and school administrators.

Benchmark 10.8: Establish Technology for teachers and administrators

An addition of an educational technician will facilitate the speed with which the use of technology is successfully implemented in our district. Professional development opportunities were provided to district, administrative, and school staff in the area of technology competencies.

Average Ratings of SHIP Progress		
Tier	District	DoDDS
Co-Communicators	4.1	3.9
Co-Supporters	3.7	3.5
Co-Learners	3.1	3.1
Co-Teachers	3.6	3.5
Co-Advisors	3.3	3.3

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

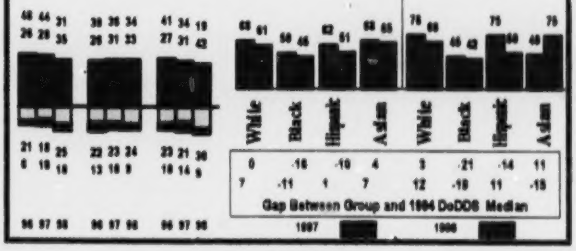
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

School-Home-Community Partnerships (SHCP) continue to be a major thrust in the district as Key Communicators attended training sessions focusing on enhancing "Best Practices" in the five tiers. Action Research was used to study ways of strengthening SHCP. An additional study focused on the effective use of the Site-Based Self-Evaluation tool.

Grade 3

1998 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
District	61.8	65.1	55.4	59.3	61.1
DoDDS	57.1	61.4	50.5	57.2	53.4
Nation	50	50	50	50	50
# Students	368	368	374	373	374

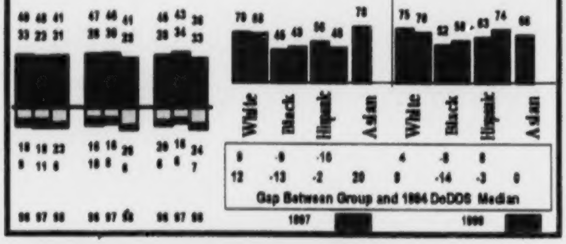
Percent of Students in Each Quarter



76-99
51-75
26-50
1-25

Grade 7

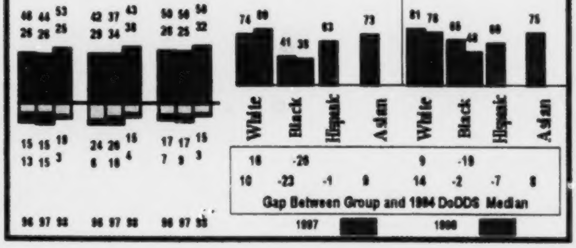
1998 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
District	68.6	65.2	64.1	65.7	68.8
DoDDS	68.6	64.6	65.9	59.9	64.9
Nation	50	50	50	50	50
# Students	326	326	327	328	327



Grade 11

1998 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
District	76.5	71.8	75.0	77.3	73.8
DoDDS	69.9	69	69	65.4	66.5
Nation	50	50	50	50	50
# Students	199	199	196	198	199

Percent of Students in Each Quarter



76-99
51-75
26-50
1-25

SAT Results		District	DoDDS	Nation
% Participating	97	63%	63%	41%
	98	72%	62%	43%
Math Avg Score	97	536	505	511
	98	530	505	512
Verbal Avg Score	97	529	515	505
	98	520	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

DoDDS-Brussels District
Attn: Lorraine Shanoski
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APO AE 09724

DSN Phone: 365-9431
Fax Number: 322-721-2822
Commercial Phone:
322-720-7105

DoDEA Writing Assessment

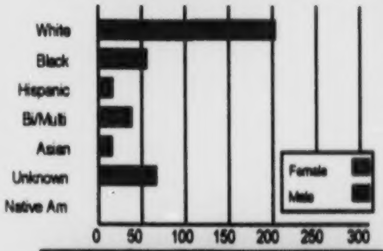
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	378	Met	37%	52%	10%	1%	1%
5	97	387	Met	39%	52%	5%	2%	1%
5	98	364	Met	18%	74%	7%	0%	0%
8	96	321	Not Met	30%	37%	26%	6%	1%
8	97	303	Met	42%	42%	10%	4%	3%
8	98	295	Met	34%	47%	15%	3%	1%
10	96	256	Met	32%	48%	16%	4%	0%
10	97	274	Met	42%	36%	16%	2%	4%
10	98	228	Met	50%	32%	13%	4%	1%

Brunssum,
The Netherlands

Department of Defense Education Activity
AFCENT Elementary School (PK-6)
1997/98 School Profile
Robert W. Nance, Principal

School Characteristics

Student Enrollment - 390



Grade	
PreK	62
K	55
1	46
2	59
3	43
4	42
5	41
6	42
Total	390

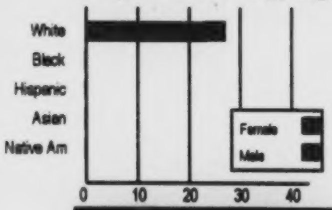
Sponsor Affiliation	
Marine	<.5%
Army	51%
Navy	2%
Air Force	26%
Coast Guard	<.5%
Non-US Military	6%
US Civilians	7%
Non-US Civilians	9%

Special Programs			
Grade Offered	Program		
PK-12	Special Education	61	16%
K-8	TAG	38	10%
K-12	ESL	34	9%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Years	Teachers
New	0
1-3	0
4-6	1
7-10	3
> 10	23

Mobility Rate
28% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	18
Special Education	4
Other Professionals	5

Teacher Education	
Degree	Teacher
BA/BS	19 %
MA/MS	81 %
Doctorate	0 %

Principal's Highlights

AFCENT Elementary School continued to focus on curriculum, making sure that all instruction reflected DoDEA and AFCENT International School standards and curricula. Fifty nine percent of PreK through 6th grade students are US, while the others are British or Canadian. Classes are internationally mixed with students and teachers.

SIP efforts have been directed toward including all nationalities. Benchmark 10.8 SIP committee contained Canadian and British members, who determined competencies for teachers regardless of their nationality and Computer/Internet usage for all students. UK and Canadian sections purchased hardware to match the DoDEA Technology Plan. The entire school was connected to the LAN and a new Windows Lab was established. By the beginning of SY 98/99 all classrooms should be able to access the Internet.

The monthly newsletter became internationalized with copies to ALL parents. All sections agreed to use "Literacy Place" and training was provided for the entire staff. Teachers in grades 3- 6 were trained in using the Inquiry Method for Science instruction. This will be further developed, especially the assessment portion.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97/98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Our focus is on written mechanics. Teachers targeted areas of need based on data from grade level pretests in punctuation, capitalization, spelling, contractions, possessives, quotations and homonyms. Teachers used a variety of interventions such as Daily Oral Language and process writing. A post test provided indicators of growth and future needs.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Our focus is on the development of the Inquiry Process in Science. A rubric was developed as well as prompts for the pre and post tests. Teachers were given initial training on this process. A pretest was administered which gave vital information on how to improve an Inquiry Process assessment tool.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Our school-parent newsletter was "internationalized" with input from the British and Canadian sections. These newsletters included our School Improvement plans and updates. This has improved communications among all national sections.

Benchmark 10.8: Establish Technology for teachers and administrators

Our focus is on establishing policies and routines in computer usage. This international committee established policies on the usage of the Computer/Internet as well as creating international teacher competencies in technology .

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	4.1	4.1	3.9
Co-Supporters	3.6	3.7	3.5
Co-Learners	3.3	3.1	3.1
Co-Teachers	3.5	3.6	3.5
Co-Advisors	3.4	3.3	3.3
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

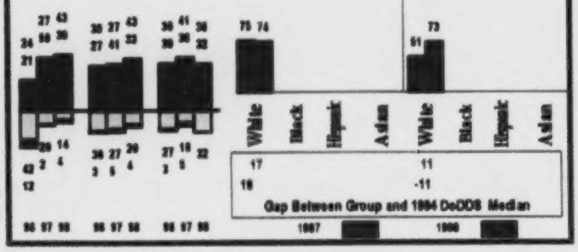
AFCENT ES has extended its efforts in the co-communicator tier to include international involvement. Our newsletter contains international input and is distributed to all parents. A volunteer coordinator position was established to match volunteers with school needs. Volunteers have been recognized in the newsletter, on a bulletin board and at a special ceremony honoring them.

Grade 4

1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	69	69	63.7	69.7	63.7
District	72.5	68.8	70.0	67.1	67.3
DoDDS	65.1	62.8	63.6	61	61.2
Nation	50	50	50	50	50
# Students	49	49	50	50	50

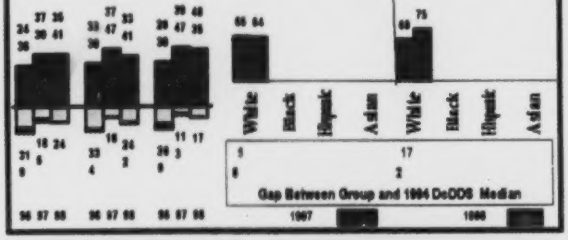
Percent of Students in Each Quarter

76-99
51-75
26-50
1-25



Grade 5

1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	70.2	68.5	71.8	66	71.5
District	68.9	67.8	68.4	63.2	66.3
DoDDS	67.5	63.4	66.1	61	63.2
Nation	50	50	50	50	50
# Students	46	46	46	46	46

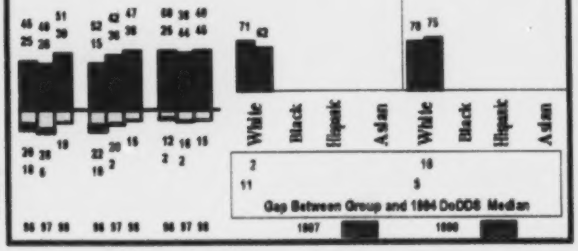


Grade 6

1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	75.7	72	68	64	73.1
District	65.0	66.2	64.2	61.4	64.1
DoDDS	62.7	65.2	64.7	62	64.9
Nation	50	50	50	50	50
# Students	47	47	47	47	47

Percent of Students in Each Quarter

76-99
51-75
26-50
1-25



SAT Results					
	[illegible]	[illegible]	District	DoDDS	Nation
% Participating	97	NA	63%	63%	41%
	98	NA	72%	62%	43%
Math Avg Score	97	NA	536	505	511
	98	NA	530	505	512
Verbal Avg Score	97	NA	529	515	505
	98	NA	520	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

AFCENT ES
UNIT 21606
APO AE 09703

DSN Phone:
Fax Number: 31-45-527-8246
Commercial Phone:
31-45-527-8250/1

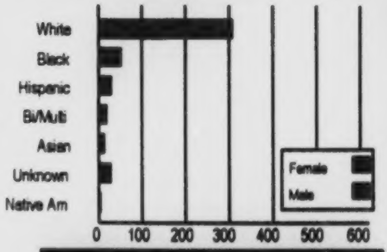
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	56	Met	25%	55%	18%	2%	0%
5	97	62	Met	34%	50%	10%	5%	2%
5	98	59	Met	14%	78%	8%	0%	0%

Brunssum,
The Netherlands

Department of Defense Education Activity
AFCENT High School (7-12)
1997/98 School Profile
Douglas L. Carlson, Principal

School Characteristics

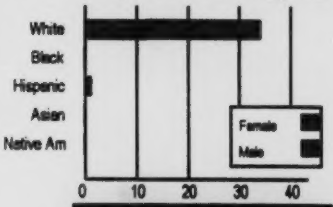
Student Enrollment - 441



Grade	
7	101
8	86
9	87
10	76
11	54
12	37
Total	441

Sponsor Affiliation	
Marine	<.5%
Army	24%
Navy	1%
Air Force	52%
Coast Guard	<.5%
Non-US Military	2%
US Civilians	9%
Non-US Civilians	12%

Professional Staffing



Special Programs			
Grade Offered	Program		
PK-12	Special Education	28	6%
K-8	TAG	91	49%
K-12	ESL	N/A	N/A
1	Reading Recovery	N/A	N/A
7-12	AVID	32	▨
AP Courses Offered		5	▨
Students Taking AP Courses		15	16%

Teacher Experience	
Years	Teachers
New	0
1-3	0
4-6	1
7-10	0
> 10	31

Mobility Rate
17% Per Year

School Staff	
Category	FTE
Administrators	2
Classroom Teachers	29.5
Special Education	1
Other Professionals	2

Teachers Education	
Degree	Teachers
BA/BS	27 %
MA/MS	70 %
Doctorate	3 %

Principal's Highlights

AFCENT High School educates students of parents assigned to eight military sites in the tri-border area of Belgium, Germany, and the Netherlands. Our student body is multi-national, culturally diverse, and internationally focused. Our faculty steering committee is involved in making decisions about the school's operation to include scheduling, curriculum and staff development. Our School Advisory Committee is invited to provide advice regarding all elements of the school's operations. Our SAC Chair also is an ex-officio member of the AFCENT International Advisory Board.

Significant achievements this year include: the extension of the block schedule to include the 8th grade, a school initiated Career's Fair, extensive staff development in the area of computer technology, installation of the active components for our schoolwide LAN, publication of 10 issues of a comprehensive parent newsletter, 10 issues of the student newspaper, AFCENT pages in the Stars and Stripes military newspaper, recognition of volunteer services by students and parents in our school and community, and the hosting of our school's 9th Model International Parliament.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Staff development on using reading improvement strategies. Reading improvement program continued with teachers using a reading improvement strategy at least once each quarter in all of their classes. All students are involved in some form of SSR. Pre and post reading performance assessment given to grades 7 and 9.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Math and science teachers continued a program of using instructional strategies for low achieving students at least two times each quarter in all of their classes. Numerous focused interventions were provided for low-achieving students during the seminar period. A district provided pre and post science assessment, took place in grades 7-9 in addition to the annual CTBS.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Communication links maintained through monthly SAC and Booster Club meetings and parent newsletter, periodic AFN and CFN announcements, personal contact with community commanders, school and community student/parent volunteer recognition ceremonies, involvement of students in service activities: NHS, Student Council, Band, Chorus, AFJROTC Drill Team.

Benchmark 10.8: Establish Technology for teachers and administrators

Technology needs assessment conducted. Thirty four Windows NT computers and the LAN active components were installed. Numerous computer technology staff development opportunities were conducted individually, on early release days, Staff Days, and the International Professional Development days. Two long-term computer staff development courses were offered.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	4.0	4.1	3.9
Co-Supporters	4.2	3.7	3.5
Co-Learners	2.8	3.1	3.1
Co-Teachers	3.7	3.6	3.5
Co-Advisors	2.8	3.3	3.3
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

Initiatives of SHP action plan were completed; as was annual self-assessment. Initiatives include: Pre-school orientation for students and parents, open house, student sponsorship, 10 parent newsletters, AFN and CFN announcements, bulletin board at BX, 10 SAC meetings with educational theme, parent/student volunteers in school and community, Town Hall and commanders meetings.

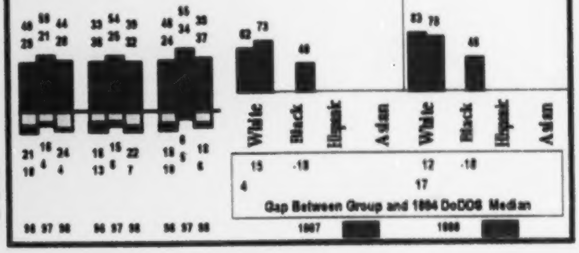
Grade 7

1998 Median Percentiles for:

	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	70.5	65	65.5	63.5	70.8
District	68.6	65.2	64.1	65.7	68.8
DoDDS	68.6	64.6	65.9	59.9	64.9
Nation	50	50	50	50	50
# Students	97	97	98	98	96

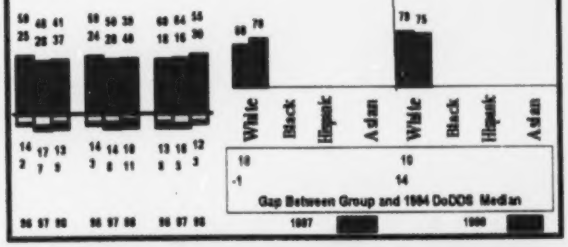
Percent of Students in Each Quarter

76-99
51-75
26-50
1-25



Grade 9

	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	68.6	70.3	77	70	74.4
District	71.6	74.2	76.4	71.0	72.7
DoDDS	70.8	68.4	68.8	64.9	62.9
Nation	50	50	50	50	50
# Students	70	70	66	69	68



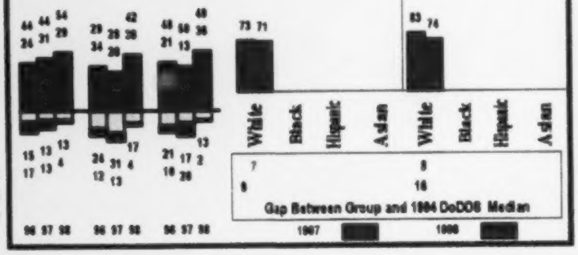
Grade 11

1998 Median Percentiles for:

	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	76	70.5	74	72	73
District	76.5	71.8	75.0	77.3	73.8
DoDDS	69.9	69	69	65.4	66.5
Nation	50	50	50	50	50
# Students	48	48	47	48	48

Percent of Students in Each Quarter

76-99
51-75
26-50
1-25



SAT Results					
		School	District	DoDDS	Nation
% Participating	97	70%	63%	63%	41%
	98	73%	72%	62%	43%
Math Avg Score	97	518	536	505	511
	98	501	530	505	512
Verbal Avg Score	97	560	529	515	505
	98	509	520	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

AFCENT HS
UNIT 21606
APO AE 09703

DSN Phone:
Fax Number: 31-455-278236
Commercial Phone:
31-455-278260

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scorable
8	96	59	Not Met	25%	39%	27%	7%	0%
8	97	77	Met	35%	46%	9%	4%	6%
8	98	84	Met	38%	45%	13%	4%	0%
10	96	55	Met	31%	53%	13%	4%	0%
10	97	73	Met	47%	36%	14%	3%	1%
10	98	64	Met	52%	31%	8%	6%	3%

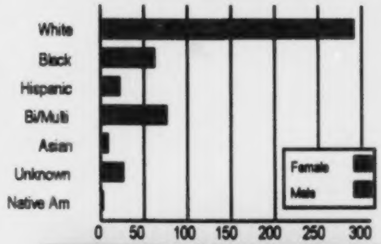
Bitburg,
Germany

# Department of Defense Education Activity
Bitburg Elementary School (PK-4)
1997/98 School Profile

Dorothy Behm, Principal

School Characteristics

Student Enrollment - 483



Special Programs			
Grade Offered	Program		
PK-12	Special Education	66	14%
K-8	TAG	28	6%
K-12	ESL	N/A	N/A
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

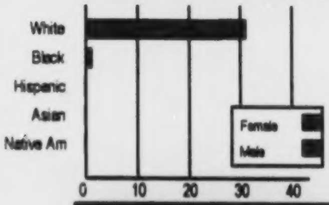
Grade	
PreK	11
K	99
1	96
2	95
3	93
4	89
Total	483

Sponsor Affiliation	
Marine	<.5%
Army	<.5%
Navy	<.5%
Air Force	97%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	3%
Non-US Civilians	<.5%

Teacher Experience	
Year	Teacher
New	0
1-3	0
4-6	2
7-10	2
> 10	27

Mobility Rate
45% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	20.5
Special Education	4
Other Professionals	7

Teacher Education	
Degree	Teacher
BA/BS	41 %
MA/MS	56 %
Doctorate	3 %

Principal's Highlights

The teachers and students at Bitburg Elementary School are consistently engaged in a variety of exciting, active learning experiences. Math, science, and social studies concepts are woven into meaningful activities to help all students learn. Project-based Learning was implemented this year, and classroom teachers, the media specialist and the enrichment specialist collaborated to plan and assist students in the creation of well researched multimedia projects. Also we enjoyed an open library schedule for the first time and circulation increased from fifty books a day to two hundred books a day. In addition all classes were involved in our school wide Science Expo, Multicultural Festival, and Young Authors Conference.

Alternative learning environments such as our Multiage Primary Center and "looped" classes have proved to be very successful and will continue. Specialists in art, music, physical education, German, special education and computers provide quality instruction to all students in grades 1 - 4. The preschool Sure Start program with full enrollment began this year and will continue. After one year of training, next year all BES teachers will implement a newly adopted integrated reading/language arts program, Literacy Place.

DoDEA Strategic Plan: School Improvement Implementation School Year 97/98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Students were instructed in and used the writing process across the curriculum throughout the school year. A pre- and post- assessment of student writing was given in grades 1-4 and scored by parent volunteers. Results varied by grade level and will be carefully reviewed for action next school year.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Students received instruction in specific problem solving strategies appropriate for each grade level. A pre- and post-assessment of problem solving skills in mathematical applications was administered and scored by parent volunteers using a newly developed rubric. Results indicate the strongest positive movement at the Apprentice and Proficient levels.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

A regular weekly school newsletter including information from the principal, PTA, and SAC kept parents "in-the-know". Additional TV and radio spot announcements insured all school events were well publicized. Teachers and parents communicated monthly and weekly through class newsletters and individual student folders.

Benchmark 10.8: Establish Technology for teachers and administrators

Fifteen teachers now have a Pentium computer in their classrooms. They have received training in Windows NT and the Internet. We are awaiting funding for the installation of the school wide LAN.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	4.3	4.1	3.9
Co-Supporters	3.4	3.7	3.5
Co-Learners	2.6	3.1	3.1
Co-Teachers	3.5	3.6	3.5
Co-Advisors	3.3	3.3	3.3

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

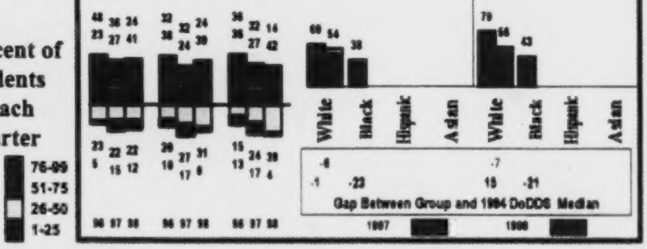
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

The Multi-Tiered SHP Program was introduced to teachers and parents. Emphasis was on working as co-communicators, co-teachers, and co-supporters. The weekly School Newsletter included a parents "Talk Back" section. An end of year program evaluation was conducted.

Grade 3

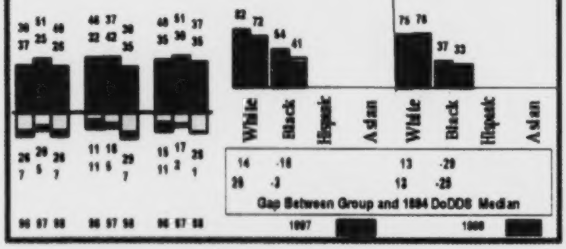
1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	59	59.3	52.2	55.5	53.7
District	61.8	65.1	55.4	59.3	61.1
DoDDS	57.1	61.4	50.5	57.2	53.4
Nation	50	50	50	50	50
# Students	90	90	90	90	90

Percent of Students in Each Quarter



Grade 4

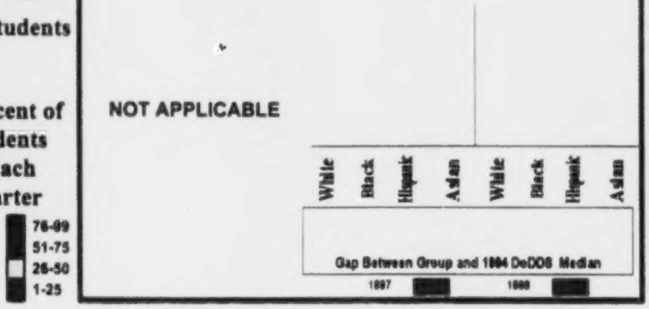
1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	65	59.9	71	64.8	71.1
District	72.5	68.8	70.0	67.1	67.3
DoDDS	65.1	62.8	63.6	61	61.2
Nation	50	50	50	50	50
# Students	87	87	87	87	87



1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School					
District					
DoDDS					
Nation					
# Students					

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results		School	District	DoDDS	Nation
% Participating	97	NA	63%	63%	41%
	98	NA	72%	62%	43%
Math Avg Score	97	NA	536	505	511
	98	NA	530	505	512
Verbal Avg Score	97	NA	529	515	505
	98	NA	520	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

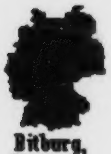
CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Bitburg ES
52 SPTG/CCSE-B
UNIT 3820, BOX 45
APO AE 09126

DSN Phone: 453-7215/7130
Fax Number: 49-6561-17977
Commercial Phone:
49-6561-5270

DoDEA Writing Assessment

Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Percent at Each Performance Level: Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable

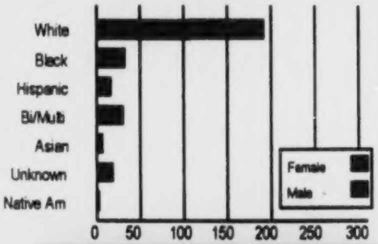


Bitburg, Germany

Department of Defense Education Activity
Bitburg Middle School (5-8)
1997/98 School Profile
Virginia V. Briggs, Principal

School Characteristics

Student Enrollment - 295



Grade	
5	79
6	84
7	74
8	58
Total	295

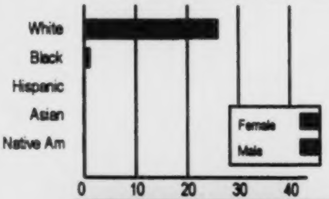
Sponsor Affiliation	
Marine	<.5%
Army	<.5%
Navy	<.5%
Air Force	94%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	6%
Non-US Civilians	<.5%

Special Programs			
Grade Offered	Program		
PK-12	Special Education	36	12%
K-8	TAG	N/A	N/A
K-12	ESL	1	<.5%
1	Reading Recovery	N/A	N/A
7-12	AVID	20	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Year	Teacher
New	0
1-3	1
4-6	0
7-10	3
> 10	22

Mobility Rate
32% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	21
Special Education	3
Other Professionals	2

Teacher Education	
Degree	Teachers
BA/BS	26 %
MA/MS	74 %
Doctorate	0 %

Principal's Highlights

Excellence and high expectations continued to be a priority for students at Bitburg Middle School.

A parent survey distributed early in the school year resulted in several changes to solidify our commitment to School-Home Partnership. Parent conferences were held in the evening, the weekly newsletter became more interactive, and information relevant to middle school families continued to be a weekly highlight. The Parent Center grew both in space and resources, and a series of grade-level Parent Nights were presented to inform parents about academic and extracurricular activities.

Habits of the Heart activities continued to build a caring community. Two-way parent-teacher communication remained a focus through the continued use of the school assignment notebook as a communication tool.

BMS was selected to expand School-Home Partnership by adding the Community Component. Our successful mentorship program, weekly AVID community resource speakers, DARE program, and active volunteer program solidified our commitment.

Our School Improvement Plan focused on increasing students' ability to identify the main idea in reading and accurately interpret scientific data in graphs, charts, and tables. Improvement was evident in both of these areas.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

The BMS staff agreed to use modeling, cooperative learning, and Cooperative Integrated Reading Composition (CIRC) strategies to improve students' ability to identify the main idea, locate information, and understand the meaning of words in context. Pre and post tests were given to determine student progress. The post test indicated student achievement in those skill areas.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

An emphasis was placed on the comprehension and interpretation of scientific graphs, chart, and tables utilizing the strategies of modeling, cooperative learning, and reinforcement activities. Pre and post tests were given to determine student progress. The post test showed significant improvement.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Communication continues to be a priority at BMS. We are currently in the process of developing a Web Site to add an electronic component to our school home communication. SAC, PTSA, and our increased cadre of parent volunteers also added to our school-home connection.

Benchmark 10.8: Establish Technology for teachers and administrators

A LAN system was installed, a Pentium computer lab was established, and all of the classrooms were connected to the Internet. Desktop applications include Microsoft Office, cc:Mail, Netscape, Perform Pro, Microsoft Publisher, and Integrade. Internet training by the DSO was available for teachers and administration. Two color printers are available to all staff.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	4.0	4.1	3.9
Co-Supporters	3.7	3.7	3.5
Co-Learners	3.2	3.1	3.1
Co-Teachers	3.5	3.6	3.5
Co-Advisors	3.2	3.3	3.3
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

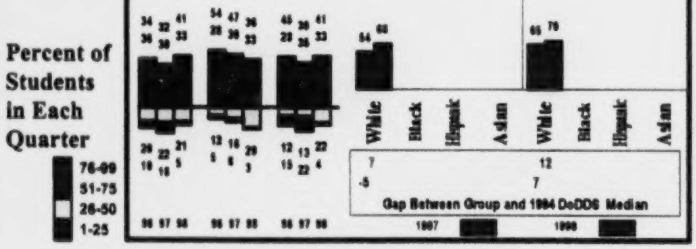
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

BMS's positive, interactive School-Home Partnership grew this year on the solid basis already established with the weekly newsletter, the Parent Resource Center, and the volunteer program. The mentorship program increased and served close to 15% of our student population. Grade-level Parent Nights were successfully initiated as well as a SHP Community Component.

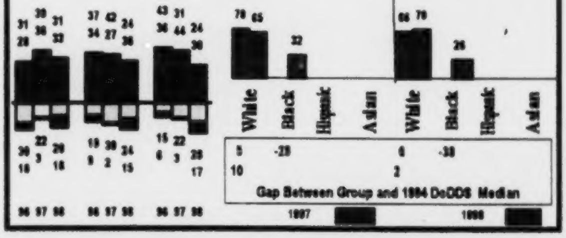
Grade 5

1998 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for: **School**	68	68.6	68.5	63.3	67.8
District	68.9	67.8	68.4	63.2	66.3
DoDDS	67.5	63.4	66.1	61	63.2
Nation	50	50	50	50	50
# Students	76	76	76	76	76



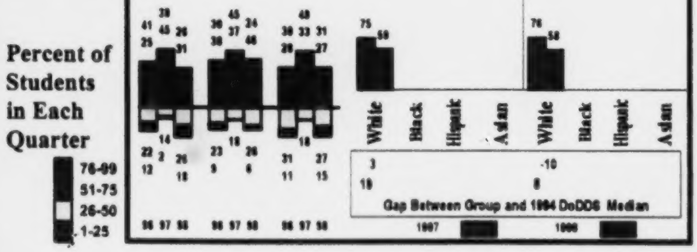
Grade 6

1998 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for: **School**	63.7	58.3	52.7	55.7	58.5
District	65.0	66.2	64.2	61.4	64.1
DoDDS	62.7	65.2	64.7	62	64.9
Nation	50	50	50	50	50
# Students	86	86	86	86	85



Grade 8

1998 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for: **School**	57	62.3	58	51.7	56.8
District	65.6	69.7	68.5	68.0	64.7
DoDDS	59.8	64.3	62.7	61.3	60.7
Nation	50	50	50	50	50
# Students	55	55	55	55	55



SAT Results		School	District	DoDDS	Nation
% Participating	97	NA	63%	63%	41%
	98	NA	72%	62%	43%
Math Avg Score	97	NA	536	505	511
	98	NA	530	505	512
Verbal Avg Score	97	NA	529	515	505
	98	NA	520	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

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Commercial Phone:
49-6561-5266

DoDEA Writing Assessment

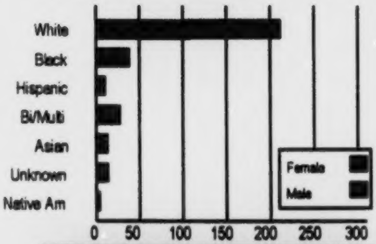
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	69	Met	32%	58%	10%	0%	0%
5	97	72	Met	33%	60%	7%	0%	0%
5	98	72	Met	11%	86%	3%	0%	0%
8	96	63	Met	35%	48%	14%	0%	0%
8	97	48	Not Met	40%	33%	17%	8%	2%
8	98	55	Met	42%	46%	7%	6%	0%

Bitburg, Germany

Department of Defense Education Activity
Bitburg High School (9-12)
1997/98 School Profile
Marjorie Lewallen, Principal

School Characteristics

Student Enrollment - 314



Special Programs			
Grade Offered	Program		
PK-12	Special Education	9	3%
K-8	TAG	N/A	N/A
K-12	ESL	1	<.5%
1	Reading Recovery	N/A	N/A
7-12	AVID	19	▨
AP Courses Offered		8	▨
Students Taking AP Courses		46	37%

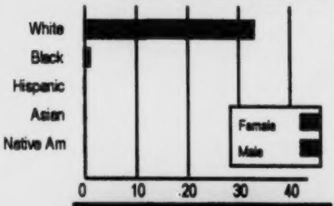
Grade	
9	101
10	88
11	68
12	57
Total	314

Sponsor Affiliation	
Marine	<.5%
Army	<.5%
Navy	<.5%
Air Force	87%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	13%
Non-US Civilians	<.5%

Teacher Experience	
Year	Teacher
New	0
1-3	0
4-6	1
7-10	0
> 10	24

Mobility Rate
21% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	24
Special Education	2
Other Professionals	3

Teacher Education	
Degree	Teacher
BA/BS	25 %
MA/MS	75 %
Doctorate	0 %

Principal's Highlights

Bitburg High School, comprising grades 9 - 12, serves the community of the 52nd Fighter Wing at Spangdahlem AB. Our mission is to provide a curriculum that meets the needs of both college and non-college bound students. We make available a wide variety of vocational and technical programs as well as Advanced Placement programs. Telecommunication courses are available for students with special interests. Our extra-curricular programs serve to enhance our academic program.

A major focus this year has been to improve communication among parents, students, and staff to bring about a more efficient and productive working relationship for improving academic achievement. A newly established Parent Center has been effective in meeting this goal. A newly implemented Educational Planning Day was held. Parents, students and teachers jointly reviewed students' academic needs and selected courses for the upcoming year.

We have made major strides in technology with the installation of forty-six new Pentium processor computers. We now have four computer labs in operation, and Internet access is more widely available. Staff members had training in this technology.

Ninety-six percent of our seniors were awarded over $270,000 in scholarships.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97/98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

We sought to improve scores in the Language Arts by emphasizing sentence structure under Standard 13 of the Language Arts curriculum. Daily warm-ups in basic skills, i.e., writing complete sentences, using correct subject-verb agreement, correcting run-on sentences, and recognizing sentence fragments, were used in all English classes.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Our peer tutoring program, Math 911, continued to be our main activity to help students overcome basic math skill deficiencies. In addition, we instituted "Math Everywhere," a school-wide program, to increase student awareness of the role math takes in our lives. As with the Language Arts, the math classes also use a "daily warm-up" exercise to start each class.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Staff members met monthly with his/her SIP mini-group to discuss strategies and report on their implementation. Regularly a member of the School Improvement Leadership Team updated our School Advisory Committee on the status of our plan. Our Teacher Training Facilitator selected Framework for School Improvement as the area of inquiry for our after school study groups.

Benchmark 10.8: Establish Technology for teachers and administrators

A new fiber optic cable upgrade throughout the school has been completed. The installation of jacks in every classroom has made it possible to gain access to the Internet. Each classroom has been upgraded to at least one 486 computer. Graphing calculators are available for every math student's use. Our Teacher Training Facilitator provided individual computer instruction for teachers.

Average Ratings of SHIP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	**3.7**	**4.1**	**3.9**
Co-Supporters	**3.5**	**3.7**	**3.5**
Co-Learners	**2.9**	**3.1**	**3.1**
Co-Teachers	**3.5**	**3.6**	**3.5**
Co-Advisors	**3.2**	**3.3**	**3.3**

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

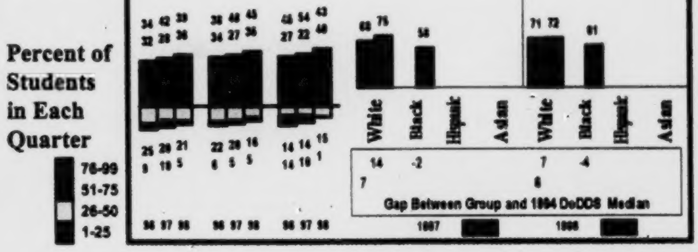
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

We wanted to improve the frequency, direction, usefulness, and the styles of communication between school and home. To this end, we established a parent center in the school, held two post-secondary planning seminars for parents and students, improved parent-teacher-student conferences, and conducted a highly successful Educational Planning Day.

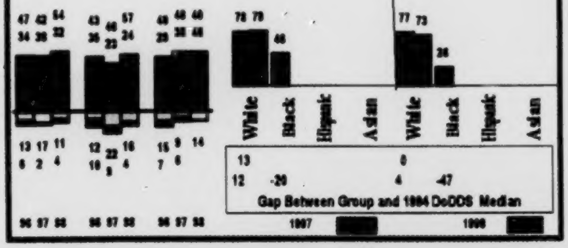
Grade 9

1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	68.4	72.6	71.7	69	67.3
District	71.6	74.2	76.4	71.0	72.7
DoDDS	70.8	68.4	68.8	64.9	62.9
Nation	50	50	50	50	50
# Students	101	101	99	100	101



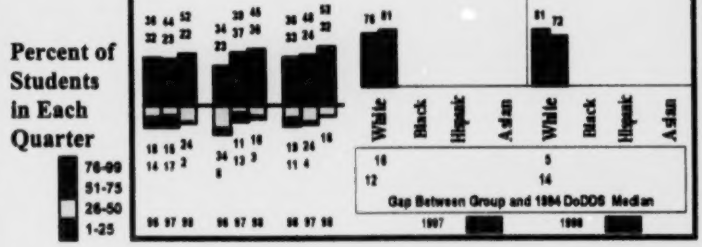
Grade 10

1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	77	80	72	73.6	68.8
District	77.5	79.7	76.4	78.0	73.1
DoDDS	70.1	70.5	70.7	68.7	67
Nation	50	50	50	50	50
# Students	76	76	78	77	74



Grade 11

1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	76	73.3	76	77.6	68.8
District	76.5	71.8	75.0	77.3	73.8
DoDDS	69.9	69	69	65.4	66.5
Nation	50	50	50	50	50
# Students	58	58	56	57	59



SAT Results		School	District	DoDDS	Nation
% Participating	97	39%	63%	63%	41%
	98	39%	72%	62%	43%
Math Avg Score	97	530	536	505	511
	98	529	530	505	512
Verbal Avg Score	97	522	529	515	505
	98	531	520	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

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DoDEA Writing Assessment

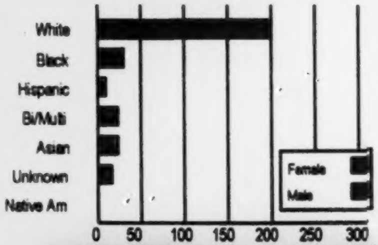
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
10	96	84	Not Met	23%	49%	23%	6%	0%
10	97	82	Not Met	28%	39%	21%	5%	7%
10	98	70	Not Met	30%	40%	23%	7%	0%

Sterrebeek,
Belgium

Department of Defense Education Activity
Brussels Elementary/High School (PK-12)
1997/98 School Profile
Ben Briggs, Principal

School Characteristics

Student Enrollment - 300



Grade	
PreK	2
K	15
1	18
2	14
3	24
4	27
5	19
6	28
7	25
8	23
9	21
10	32
11	30
12	22
Total	300

Sponsor Affiliation	
Marine	2%
Army	31%
Navy	9%
Air Force	19%
Coast Guard	<.5%
Non-US Military	6%
US Civilians	20%
Non-US Civilians	14%

Special Programs

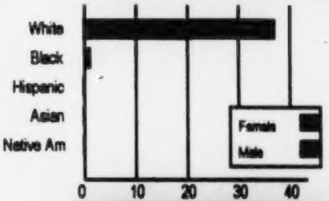
Grade Offered	Program		
PK-12	Special Education	22	7%
K-8	TAG	N/A	N/A
K-12	ESL	17	6%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	▨
AP Courses Offered		7	▨
Students Taking AP Courses		24	46%

Teacher Experience

Years	Teachers
New	1
1-3	1
4-6	0
7-10	4
> 10	23

Mobility Rate
20% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	2
Classroom Teachers	22
Special Education	2
Other Professionals	5

Teacher Education

Degree	Teachers
BA/BS	18 %
MA/MS	74 %
Doctorate	8 %

Principal's Highlights

Brussels American School, located in Brussels, Belgium, is a K-12 school serving NATO, Partners for Peace, and the U.S. Military stationed in Brussels. Enrollment reached 304 students representing over 20 nationalities. BAS students continue to distinguish themselves on Large. Assessment instruments such as the CTBS and DoDDS Writing Assessment. The curriculum reflects the academic nature of the student body, and over 90% of this year's graduates have been accepted to four-year colleges and universities.

The greatest challenge for BAS this year was the overall restoration of the school buildings and grounds, and the upgrading of equipment to further Technology Education. Much was accomplished, and the results are an improved campus for the students and teachers. LAN connections are installed, and all classrooms, IMC, and Admin. offices should have full use of the Internet next year.

Parents' participation in support of school activities was outstanding. Every sport had at least one volunteer coach, and both the Boosters' Club and the PTSO were directly involved in all school-related activities. Parent/School/Admin. curricular planning took place via the BAS SAC. Parents took part in curriculum decision-making.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Cross-curricular writing in all content areas was the focus of this Benchmark, and 85% of the teachers at BAS required writing from students no less than once per month. 70% of the teachers required student writing no less than twice per month. 47% of the teachers required student writing no less than twice per week. 86.5% of BAS students attained Distinguished or Proficient.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Math and Science emphasized writing assignments for all students in these subject matter areas. 100% of the Math and Science teachers took part in this writing project. BAS will measure the growth in Math achievement by analysis of follow- up assessments. Students reported that the "Multiple Assessment" was easier because of the writing requirement in our Math & Science.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

A telephone tree is being established as both an early warning system for emergency school closings and news. PTSO puts up the monthly calendar in the foyer. The newsletter provides space for all school-connected organizations to communicate with parents. The principal sits on the Community Coordinator's Committee at all "Open Forum" meetings.

Benchmark 10.8: Establish Technology for teachers and administrators

Technology was stressed this year. Two Technology training days were held for all teachers. Members of the DSO MIS, guests, and BAS faculty presented training in such areas as the Internet, Web pages, cc:mail for windows, Microsoft Office, etc. These training sessions required little additional funding and were well received by the faculty.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	4.2	4.1	3.9
Co-Supporters	3.8	3.7	3.5
Co-Learners	3.6	3.1	3.1
Co-Teachers	3.9	3.6	3.5
Co-Advisors	3.7	3.3	3.3

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

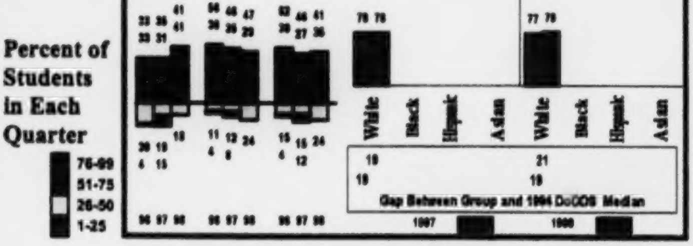
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Emphasis was placed on communication with the BAS community this year. One third of the newsletters (Beacon) were interactive, and valuable information was obtained from the community via the newsletter. The PTSO & Boosters' Club were very active, and parent volunteers were assisting at all grade levels. The SAC focused on Health Ed. and made valuable suggestions.

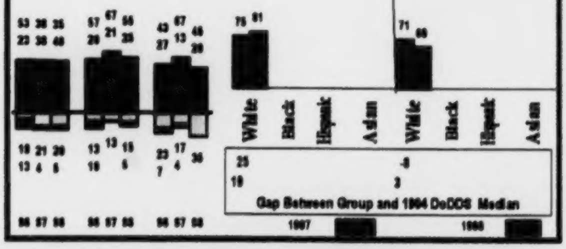
Grade 5

	Benchmark 3.1			Benchmark 4.2	
1998 Median Percentiles for:	Read	Lang	Soc Stdy	Math	Science
School	69	70	65	63	65
District	68.9	67.8	68.4	63.2	66.3
DoDDS	67.5	63.4	66.1	61	63.2
Nation	50	50	50	50	50
# Students	17	17	17	17	17



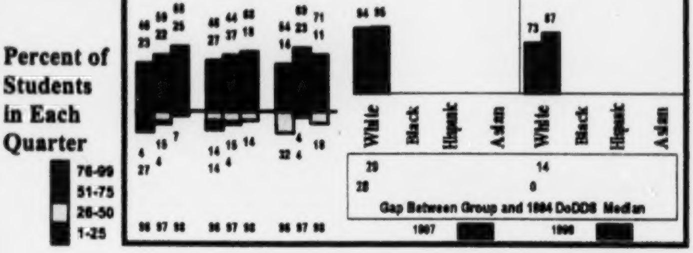
Grade 8

	Benchmark 3.1			Benchmark 4.2	
1998 Median Percentiles for:	Read	Lang	Soc Stdy	Math	Science
School	62.3	78	69.5	75	54.8
District	65.6	69.7	68.5	68.0	64.7
DoDDS	59.8	64.3	62.7	61.3	60.7
Nation	50	50	50	50	50
# Students	20	20	20	20	20



Grade 10

	Benchmark 3.1			Benchmark 4.2	
1998 Median Percentiles for:	Read	Lang	Soc Stdy	Math	Science
School	90	88	87.5	91.7	84
District	77.5	79.7	76.4	78.0	73.1
DoDDS	70.1	70.5	70.7	68.7	67
Nation	50	50	50	50	50
# Students	28	28	28	28	28



SAT Results		School	District	DoDDS	Nation
% Participating	97	47%	63%	63%	41%
	98	73%	72%	62%	43%
Math Avg Score	97	553	536	505	511
	98	555	530	505	512
Verbal Avg Score	97	545	529	515	505
	98	555	520	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

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PSC 79, BOX 003
APO AE 09724

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Fax Number: 32-2-782-0230
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32-2-7315625

DoDEA Writing Assessment

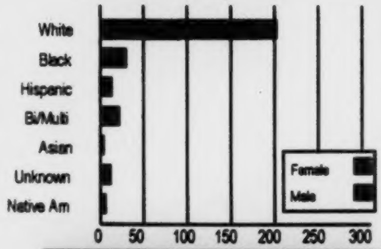
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	26	Met	50%	42%	8%	0%	0%
5	97	25	Met	48%	44%	4%	0%	4%
5	98	14	Met	29%	71%	0%	0%	0%
8	96	31	Met	55%	29%	16%	0%	0%
8	97	23	Met	61%	30%	0%	4%	4%
8	98	21	Met	38%	48%	10%	0%	5%
10	96	20	Met	55%	30%	15%	0%	0%
10	97	24	Met	33%	42%	21%	0%	4%
10	98	29	Met	86%	14%	0%	0%	0%

Geilenkirchen,
Germany

Department of Defense Education Activity
Geilenkirchen Elementary School (K-6)
1997/98 School Profile
James Van Dierendonck, Principal

School Characteristics

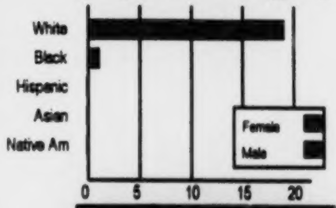
Student Enrollment - 283



Grade	
K	47
1	43
2	41
3	38
4	34
5	51
6	29
Total	283

Sponsor Affiliation	
Marine	<.5%
Army	<.5%
Navy	<.5%
Air Force	95%
Coast Guard	<.5%
Non-US Military	4%
US Civilians	<.5%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program		
PK-12	Special Education	22	8%
K-8	TAG	N/A	N/A
K-12	ESL	N/A	N/A
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	1
1-3	0
4-6	1
7-10	6
> 10	13

Mobility Rate
22% Per Year

School Staff

Category	FTE
Administrators	1
Classroom Teachers	12
Special Education	2
Other Professionals	4.5

Teacher Education

Degree	Teachers
BA/BS	25 %
MA/MS	70 %
Doctorate	5 %

Principal's Highlights

The SIP program this year made several advancements in the School/Home Partnership program. In addition to what is stated under Goal 8, parent volunteers listed their skills and interests on forms kept in a centrally-located file, so that teachers could readily find volunteers who would be able to fill student/staff needs. The school/home communication distribution envelope continued successfully through this school year.

The writing process included pre- and posttesting using Form A/Form B writing prompts. The scoring rubrics were refined and used to evaluate the writing improvements.

A rubric consistent with those used in the Brussels District assessment training manual was developed for math. It supports the math standard for problem solving and reflects the philosophies of MathLand and the standards.

Our computer lab has been staffed half-time, and students in grades K-6 receive instruction in computer use. Staff members and volunteer parents have been taught lab use procedures and may sign up to use the lab for special class projects.

Staff members have E-mail access and addresses, and some have shared their private E-mail addresses with students and their parents.

DoDEA Strategic Plan–School Improvement Implementation School Year 97–98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

The writing rubric was re-evaluated and modified to achieve consistency across grade levels. Students could use computers as they participated in all stages of the writing process. Pre- and posttest writing prompts were used to evaluate progress. Students celebrated during Young Authors' Week with guest author and storyteller, a parents' tea, and a schoolwide viewing of published works.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

Pretests were given to identify deficiencies in problem-solving skills. Results were used to guide instruction toward strengthening those skills. Post-tests were used to evaluate student growth in 3 subtask skills. Results were analyzed for evidence of student progress, to identify continuing deficiencies, and to determine grade-level appropriateness of problems.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

CC:Mail and fax were used extensively to communicate with DODEA constituencies. Staff attendance was high at professional development and inservice meetings in several curricular areas conducted by DSO coordinators. Representatives from the active GK PTSA attended ECAPTS conferences. GK SAC was represented at the DAC.

Benchmark 10.8: Establish Technology for teachers and administrators

Technology training was provided for the faculty by district coordinators on at least a monthly basis. Newsletters informed parents about skills acquired and activities offered in computer classes. Student works were published and dis-played. Guidelines were developed and staff/volunteer-parent training sessions were held so that additional computer lab times could be offered to students.

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Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	4.6	4.1	3.9
Co-Supporters	4.1	3.7	3.5
Co-Learners	3.1	3.1	3.1
Co-Teachers	3.7	3.6	3.5
Co-Advisors	3.5	3.3	3.3

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

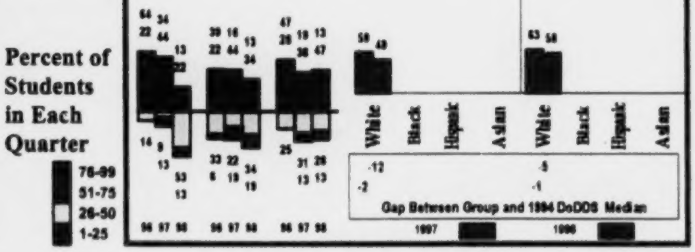
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

Weekly school news envelopes were sent to parents and returned (90%). A Math Night for Parents and a Fall Fest, where staff helped parents, were held. Booklets for new families were created and distributed through the FSC, who also helped to create a GK page on a base website. Key communicator workshops were attended. GK PTSA won ECAPTS Outstanding Unit Award.

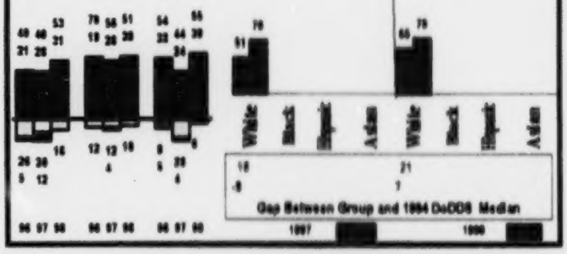
Grade 3

1998 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	47.7	49.3	58	49.8	52.5
District	61.8	65.1	55.4	59.3	61.1
DoDDS	57.1	61.4	50.5	57.2	53.4
Nation	50	50	50	50	50
# Students	32	32	32	32	32



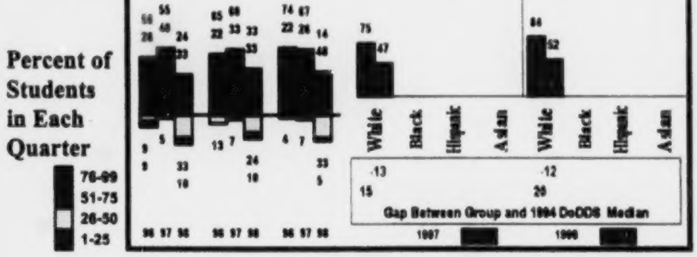
Grade 5

1998 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	78	77	79	75	75
District	68.9	67.8	68.4	63.2	66.3
DoDDS	67.5	63.4	66.1	61	63.2
Nation	50	50	50	50	50
# Students	49	49	49	49	49



Grade 6

1998 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	55.5	59	53	48.3	52.5
District	65.0	66.2	64.2	61.4	64.1
DoDDS	62.7	65.2	64.7	62	64.9
Nation	50	50	50	50	50
# Students	21	21	21	21	21



SAT Results					
		[illegible]	District	DoDDS	Nation
% Participating	97	NA	63%	63%	41%
	98	NA	72%	62%	43%
Math Avg Score	97	NA	536	505	511
	98	NA	530	505	512
Verbal Avg Score	97	NA	529	515	505
	98	NA	520	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Geilenkirchen ES
UNIT 8045
APO AE 09104

DSN Phone:
Fax Number: 49-2451-66631
Commercial Phone:
49-2451-67725

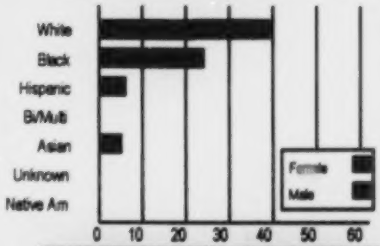
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	43	Met	49%	49%	2%	0%	0%
5	97	26	Met	19%	81%	0%	0%	0%
5	98	52	Met	29%	64%	8%	0%	0%

Meeuwen,
Belgium

Department of Defense Education Activity
Kleine Brogel Elementary School (K-6)
1997/98 School Profile
Steve Hain, Principal

School Characteristics

Student Enrollment - 75



Grade	
K	11
1	17
2	13
3	8
4	9
5	8
6	9
Total	75

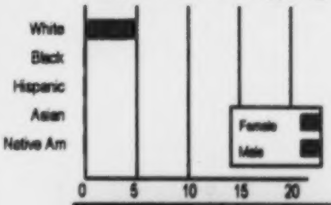
Sponsor Affiliation	
Marine	<.5%
Army	19%
Navy	<.5%
Air Force	79%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	3%
Non-US Civilians	<.5%

Special Programs			
Grade Offered	Program		
PK-12	Special Education	6	8%
K-8	TAG	N/A	N/A
K-12	ESL	N/A	N/A
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Years	Teachers
New	0
1-3	0
4-6	0
7-10	1
> 10	4

Mobility Rate
24% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	1
Classroom Teachers	4
Special Education	0.5
Other Professionals	0.5

Teacher Education	
Degree	Teacher
BA/BS	60 %
MA/MS	40 %
Doctorate	0 %

Principal's Highlights

Throughout the 1997-1998 School Year, the Kleine Brogel ES continued its quest and commitment to maintain our standard of excellence. It was the desire of the students, parents and faculty to make our school the finest small school in DoDEA. This positive school environment was the direct result of a nurturing faculty who provided a safe and secure atmosphere for every student. As a result of the faculty's dedication, the students made tremendous progress both academically and socially. Because of the teachers' conscientious efforts, the School Improvement Plan showed significant gains in math and reading.

The School-Home Partnership process was a valuable resource to the school. It provided us with supportive parents who regularly assisted with all aspects of the school. This School-Home Partnership was evident in our Parent/Teacher Organization, School Advisory Committee and "volunteer" programs. The School-Home Partnership process will continue to be an integral part of the school for next year.

We are proud of the accomplishments of our small staff of seven people and the benefits derived by our students from these accomplishments.

DoDEA Strategic Plan School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

This year, the entire Kleine Brogel ES faculty used the DoDDS' new language arts series, LITERACY PLACE, for at least one unit. We are ready and eager to delve into teaching LITERACY PLACE next school year. As in the past, the language arts curriculum was one our of greatest strengths. The post-tests from our SIP continued to show student improvement in reading.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

This year, we emphasized to the students to articulate their thought processes either verbally and/or in a written format. Our School Improvement Plan post-tests indicated the students became better at this difficult technique of thinking aloud, defending their answers, or convincing their classmates to the way they thought was logical and correct.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

FRIDAY'S NOTES, our weekly letter to parents, monthly school calendars, individual teacher's newsletters, home projects to be done by the families, OPEN HOUSE, and an extensive volunteer program were impressively carried out. A Teacher Appreciation Week was organized by the PTO, and a Volunteer Appreciation aperitif was organized by the teachers.

Benchmark 10.8: Establish Technology for teachers and administrators

Throughout the school year, the Kleine Brogel ES faculty was inserviced on the latest hardware and software provided by DoDEA. By September, our new computers and the Local Area Network, with INTERNET capabilities, will be operational. The use of computers and electronic technology will continue to be emphasized during the 1998-1999 School Year.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	4.4	4.1	3.9
Co-Supporters	4.1	3.7	3.5
Co-Learners	3.3	3.1	3.1
Co-Teachers	4.0	3.6	3.5
Co-Advisors	3.4	3.3	3.3

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

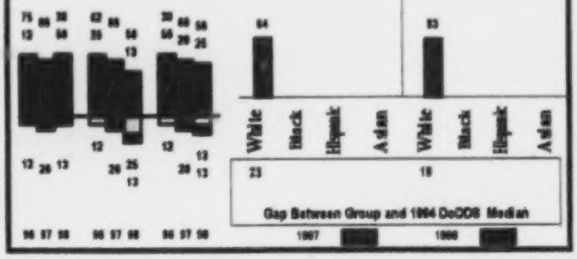
Our school is proud of it's accomplishments in the area of Parental Participation. We noticed a dramatic improvement in all areas of the five tiers of the School-Home Partnership Program. The school was blessed with a cadre of ambitious volunteers who willingly participated in all the school's activities on a daily basis. The parents they are truly partners in their child's education.

Grade 3

1998 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	67	80.5	74	82	82.7
District	61.8	65.1	55.4	59.3	61.1
DoDDS	57.1	61.4	50.5	57.2	53.4
Nation	50	50	50	50	50
# Students	16	16	16	16	16

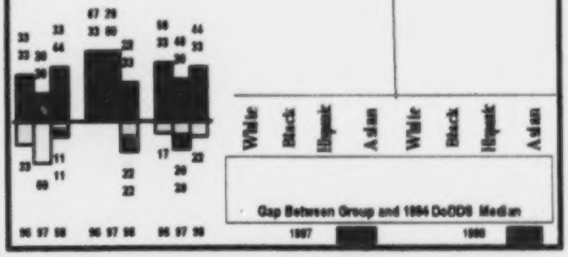
Percent of Students in Each Quarter

76-99
51-75
26-50
1-25



Grade 5

1998 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School					
District	68.9	67.8	68.4	63.2	66.3
DoDDS	67.5	63.4	66.1	61	63.2
Nation					
# Students	9	9	9	9	9

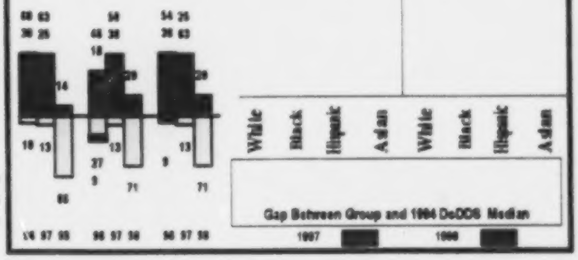


Grade 6

1998 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	37	44	33	61	44
District	65.0	66.2	64.2	61.4	64.1
DoDDS	62.7	65.2	64.7	62	64.9
Nation	50	50	50	50	50
# Students	14	14	14	14	14

Percent of Students in Each Quarter

76-99
51-75
26-50
1-25



SAT Results		School	District	DoDDS	Nation
% Participating	97	NA	63%	63%	41%
	98	NA	72%	62%	43%
Math Avg Score	97	NA	536	505	511
	98	NA	530	505	512
Verbal Avg Score	97	NA	529	515	505
	98	NA	520	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Kleine Brogel ES
617 MUNSS
UNIT 21903
APO AE 09713

DSN Phone:
Fax Number: 32-11-793091
Commercial Phone:
32-11-792527

DoDEA Writing Assessment

				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	7	Not Met	43%	29%	29%	0%	0%
5	97	6	Met	33%	50%	17%	0%	0%
5	98	9	Met	22%	67%	11%	0%	0%

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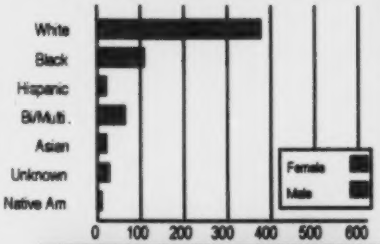
SHAPE,
Belgium

Department of Defense Education Activity
SHAPE Elementary School (PK-6)
1997/98 School Profile
Linda L. Curtis, Principal

School Characteristics

Student Enrollment - 619



Grade	
PreK	7
K	114
1	73
2	85
3	78
4	90
5	82
6	90
Total	619

Sponsor Affiliation	
Marine	<.5%
Army	57%
Navy	4%
Air Force	19%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	7%
Non-US Civilians	12%

Special Programs

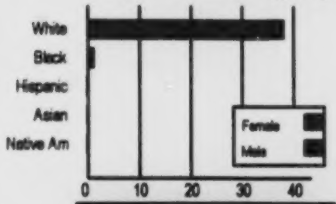
PK-12	Special Education	72	12%
K-8	TAG	40	6%
K-12	ESL	47	8%
1	Reading Recovery	8	11%
7-12	AVID	N/A	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

Teacher Experience

Year	Teachers
New	0
1-3	5
4-6	5
7-10	5
> 10	24

Mobility Rate
27% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	2
Classroom Teachers	27.5
Special Education	4
Other Professionals	7.5

Teacher Education

Degree	Teachers
BA/BS	46 %
MA/MS	51 %
Doctorate	3 %

Principal's Highlights

SHAPE Elementary School was successful this year in implementing pre and post assessments in math problem solving and writing. Results indicate increased student achievement in writing at all grade levels, and increased achievement in Math for most grades. Staff development focused on instructional strategies for these areas as well as science, technology, and language arts/reading. After school learning opportunities for students were expanded to include Math and Computer Clubs.

Community involvement increased with the continuation of our mentoring program and with the addition of high school mentors. Our students benefited from the positive role models of older, caring students and adults. Parents established a Resource Room in the school to use for a variety of purposes.

The Pentium Lab has been functioning all school year with instruction by a part time computer teacher for all classes, twice per month. The Internet has been connected and teachers and students have received some training. All classrooms are in the process of being wired for the computer network.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Local writing pretests and posttests were completed in grades 4-6. Each successive year shows more proficient writing as students move through grades 4 through 6. Posttest scores indicate that 17% of 4th graders write at a proficient or above level, 33 % of 5th graders write proficiently, and by 6th grade 37% write proficiently.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Focus was on math problem solving. Local pre and post assessments were given for the first time. Significant gains were made by second and fourth graders. DoDEA Terra Nova scores indicate that 4th and 6th graders are 17-19 percentile points above the national average, while 3rd and 5th grades are 8-9 percentiles above.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

The School Improvement Leadership Team worked diligently to over- see the action plan. Daily homework journal entries for each student encouraged two-way communication between school and home. Second and third quarter parent conference days provided the needed time to help at risk students.

Benchmark 10.8: Establish Technology for teachers and administrators

Many inservice and after school opportunities existed for teachers to learn more technology. Internet is available in the Media Center and Pentium Lab for training teachers and students with ongoing class assignments. The MAC Lab was available during lunch recess for students to have extra computer time. An after school Computer Club included 34 students 4th - 6th grades.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	4.6	4.1	3.9
Co-Supporters	4.2	3.7	3.5
Co-Learners	3.8	3.1	3.1
Co-Teachers	4.1	3.6	3.5
Co-Advisors	3.7	3.3	3.3

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

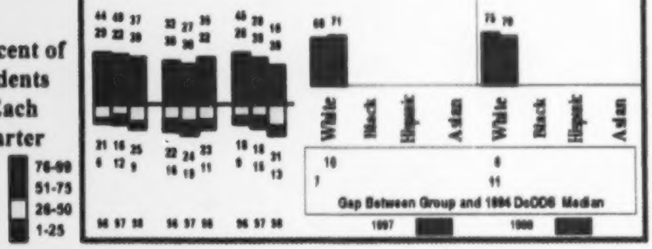
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

A parent Resource Center was established for parent volunteers, by the volunteers. The community mentoring program expanded to include another military unit and high school mentors. More volunteer hours benefited students and teachers while parents tried many new ways of being co-teachers or co-learners with their children.

Grade 3

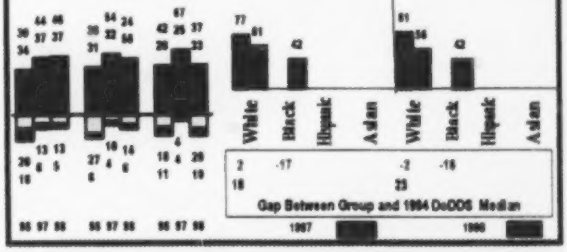
1998 Median Percentiles for:	**Benchmark 3.1**			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
School	63	68.3	53	65	58
District	61.8	65.1	55.4	59.3	61.1
DoDDS	57.1	61.4	50.5	57.2	53.4
Nation	50	50	50	50	50
# Students	57	57	61	61	61

Percent of Students in Each Quarter



Grade 5

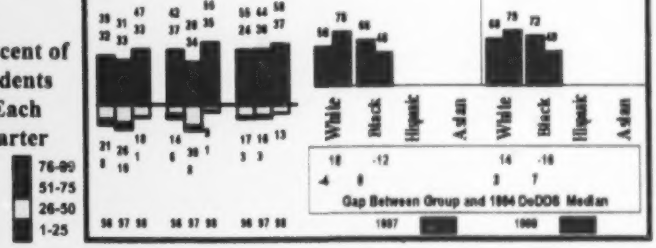
1998 Median Percentiles for:	**Benchmark 3.1**			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
School	72	67	65	60	50.3
District	68.9	67.8	68.4	63.2	66.3
DoDDS	67.5	63.4	66.1	61	63.2
Nation	50	50	50	50	50
# Students	63	63	70	71	69



Grade 6

1998 Median Percentiles for:	**Benchmark 3.1**			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
School	72.8	78.9	75.5	69	74.7
District	65.0	66.2	64.2	61.4	64.1
DoDDS	62.7	65.2	64.7	62	64.9
Nation	50	50	50	50	50
# Students	78	78	78	79	79

Percent of Students in Each Quarter



SAT Results					
		School	District	DoDDS	Nation
% Participating	97	NA	63%	63%	41%
	98	NA	72%	62%	43%
Math Avg Score	97	NA	536	505	511
	98	NA	530	505	512
Verbal Avg Score	97	NA	529	515	505
	98	NA	520	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

SHAPE ES
CMR 451, BOX 0005
APO AE 09708

DSN Phone: 423-5718
Fax Number: 32-65-314852
Commercial Phone:
32-65-44-5718

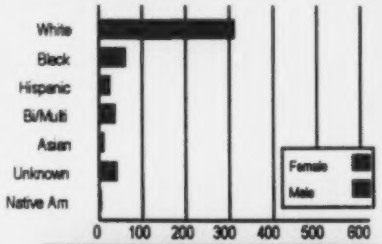
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	61	Met	26%	56%	13%	3%	2%
5	97	85	Met	41%	49%	4%	6%	0%
5	98	70	Met	11%	69%	17%	3%	0%

SHAPE,
Belgium

Department of Defense Education Activity
SHAPE Junior High/High School (7-12)
1997/98 School Profile
Barbara Ferg-Carter, Principal

School Characteristics

Student Enrollment - 478



Grade	
7	78
8	93
9	85
10	78
11	74
12	70
Total	478

Sponsor Affiliation	
Marine	1%
Army	39%
Navy	3%
Air Force	18%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	13%
Non-US Civilians	26%

Special Programs

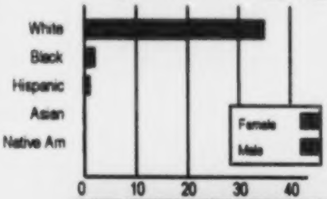
Grade Offered	Program		
PK-12	Special Education	27	6%
K-8	TAG	N/A	N/A
K-12	ESL	32	7%
1	Reading Recovery	N/A	N/A
7-12	AVID	39	
AP Courses Offered		9	
Students Taking AP Courses		58	40%

Teacher Experience

Years	Teachers
New	0
1-3	3
4-6	4
7-10	4
> 10	27

Mobility Rate
22% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	2
Classroom Teachers	31
Special Education	2
Other Professionals	2.5

Teacher Education

Degree	Teachers
BA/BS	30 %
MA/MS	68 %
Doctorate	3 %

Principal's Highlights

Through an innovative SIP, this year's SILT is concentrating on the writing process across the curriculum. They developed a Volunteer Control Group (VCG)--ten teachers from nearly every subject area who agreed to emphasize the writing process in their respective areas. Pre- and post-writing tests and attitudinal surveys were given. Together these were analyzed to assess how students felt about writing and whether or not their writing improved as a result of the VCG intervention. The systemwide test results have been carefully scrutinized to identify lack of consistency or improvement between previous scores and those from March 1998. Results of this analysis may indicate the need to further assess the learning connection between reading and language, as well as student achievement levels in these areas and math. Parent and community involvement has been at an all-time high. Athletic teams, the JROTC Cadet Corps, arts and humanities activities, and choral and instrumental events are among the many areas where volunteers significantly support student and teacher efforts. The school's philosophy that "We are a family" was strongly underscored this spring when a long-time faculty member died suddenly. Students, teachers, parents, and other community members bonded together to support one another during this time of grief.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97/98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies

We continue to upgrade the Computer Writing Center to make it more user friendly for language arts classes. We plan to use parents and CWE students as volunteer tutors. The SIP's Volunteer Control Group (VCG) continues to work together to improve the teaching and assessment of student writing in every curricular area, focusing on writing as a process.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

We diversified instructional techniques, specifically using the AVID strategies to support students' achievements. We augmented our rigorous math and science courses by adding AP Physics and extra chemistry classes. Of our high school students, 59% are enrolled in challenging math classes and 33% in challenging science classes. We will continue to promote such enrollment.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

A Home Page has been initiated for the high school, which offers a new two-way communication between the school and the parents. As well, the monthly Parent Newsletter now has a Parent's Page which features a message from a different parent each issue. Once the Internet is fully established in the classrooms, parents and teachers will be able to "talk" on a regular basis.

Benchmark 10.8: Establish Technology for teachers and administrators

Staff development sessions this year have provided Internet training and practice opportunities to prepare the teachers and staff for the newly-LANed school in the fall. Internet has been set up in the Media Center's Professional Library for use by educators and School-Home Partnership participants. Office 97, Lotus Notes, Power Point, and NT have been reviewed with the faculty.

BEST COPY AVAILABLE

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	4.3	4.1	3.9
Co-Supporters	4.0	3.7	3.5
Co-Learners	3.3	3.1	3.1
Co-Teachers	3.4	3.6	3.5
Co-Advisors	3.3	3.3	3.3

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

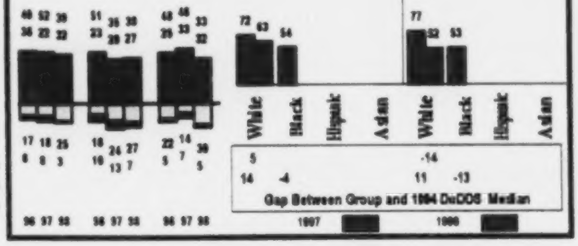
Over 250 parent volunteers contributed their efforts and expertise to a wide range of school activities this year, including the first annual student exchange program with Sparta, Greece. The school's four outstanding support agencies--Boosters' Club, PTSA, Scholarship Committee, and the SAC--continue to be motivated by their belief in students and their appreciation of our educators.

Grade 7

1998 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	67	61.5	62.5	61.3	59.3
District	68.6	65.2	64.1	65.7	68.8
DoDDS	68.6	64.6	65.9	59.9	64.9
Nation	50	50	50	50	50
# Students	59	59	60	60	60

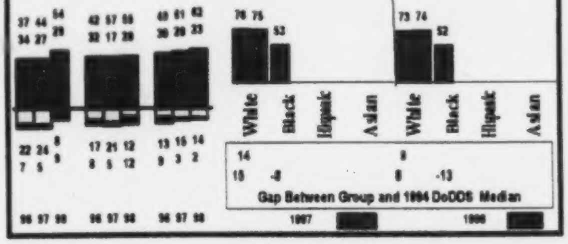
Percent of Students in Each Quarter

76-99
51-75
26-50
1-25



Grade 9

1998 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	79	77	78.2	71	74.5
District	71.6	74.2	76.4	71.0	72.7
DoDDS	70.8	68.4	68.8	64.9	62.9
Nation	50	50	50	50	50
# Students	65	65	66	66	66

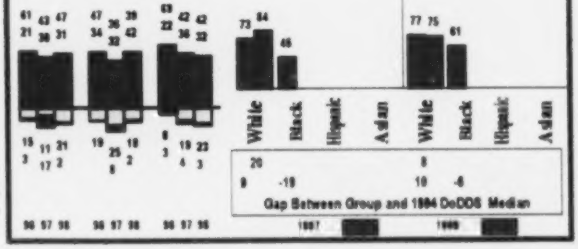


Grade 11

1998 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	72.8	71.3	70	75	72
District	76.5	71.8	75.0	77.3	73.8
DoDDS	69.9	69	69	65.4	66.5
Nation	50	50	50	50	50
# Students	62	62	62	62	61

Percent of Students in Each Quarter

76-99
51-75
26-50
1-25



SAT Results		School	District	DoDDS	Nation
% Participating	97	55%	63%	63%	41%
	98	77%	72%	62%	43%
Math Avg Score	97	547	536	505	511
	98	514	530	505	512
Verbal Avg Score	97	531	529	515	505
	98	491	520	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

SHAPE HS
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32-65-445753

DoDEA Writing Assessment

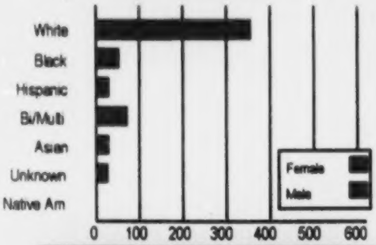
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	96	77	Not Met	18%	29%	43%	9%	1%
8	97	70	Met	33%	54%	9%	4%	0%
8	98	86	Met	27%	50%	22%	0%	1%
10	96	64	Met	27%	52%	17%	5%	0%
10	97	61	Met	46%	36%	15%	0%	3%
10	98	65	Met	54%	34%	12%	0%	0%

Spangdahlem,
Germany

Department of Defense Education Activity
Spangdahlem Elementary School (PK-4)
1997/98 School Profile
Dee Ann Edwards, Principal

School Characteristics

Student Enrollment - 549



Grade	
PreK	18
K	117
1	107
2	115
3	98
4	94
Total	549

Sponsor Affiliation	
Marine	<.5%
Army	<.5%
Navy	<.5%
Air Force	97%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	2%
Non-US Civilians	<.5%

Special Programs

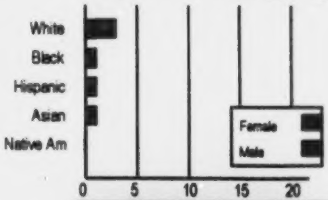
Grade Offered	Program		
PK-12	Special Education	56	10%
K-8	TAG	47	9%
K-12	ESL	17	3%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teacher
New	0
1-3	0
4-6	2
7-10	3
> 10	31

Mobility Rate
38% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	2
Classroom Teachers	25
Special Education	3.5
Other Professionals	7

Teacher Education

Degree	Teacher
BA/BS	41 %
MA/MS	59 %
Doctorate	0 %

Principal's Highlights

Spangdahlem Elementary School students are guided by a strong faculty of committed teachers who enjoy the support of a tremendous parental volunteer network (Benchmark 8.1). The school-home partnership is alive and well in this location!

Through SIP focus on improved problem solving and increased skill in writing, plus the addition of Resource Based Learning (RBL) in our Media Program, children have shown continued success in Benchmarks 3.1 and 4.2. The RBL units of study, which are co-planned by the Media Specialist, the subject area specialist, and the classroom teacher. RBL activities have given students the opportunity to resolve problems through research, to use technology, and to practice writing skills.

All students, grades 1-4, have had direct instruction is the Computer Lab throughout the school year, becoming more familiar with computers and appropriate software. Student skill in keyboarding and multimedia production has also increased appreciably as indicated by major projects completed. The Dolphin Reading Club, a home reading plan totally organized by parents, is an exceptional addition to the overall curricular program (Benchmarks 3.1 and 8.1).

DoDEA Strategic Plan/School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Student need continues to be improved writing. Writing assessments which were holistically scored gave inconclusive results, but available data was used as an indicator of student achievement and for instructional planning. In 1998-1999, writing instruction will include teaching self assessment using a rubric. Students will learn data interpretation and record their understanding in writing.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

In this goal, math problem solving continues to be our focus. Student written responses on pre and post assessments were scored, disaggregated and analyzed to measure student growth in math problem solving; results were inconclusive. New assessments and a rubric are developed. Students will be taught specific problem solving strategies and will self assess with the rubric.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Frequent, direct contact between parents and teachers is the best means of communication related to student growth. Communication is accomplished through the PARENT PAGE newsletter, Parent Power math newsletter, AFN Dolphin Digest, daily homework/behavior folders, parent conferences and progress reports. Surveys indicate parents feel well informed.

Benchmark 10.8: Establish Technology for teachers and administrators

As staff skill improves, we intend to increase student keyboarding skills and general technology awareness as well. Current staff members teach students and teachers in the labs. Grade level mastery objectives are applied; 3rd and 4th grade student keyboarding skill is assessed regularly and major multimedia projects are reviewed. College level courses continue to be available for staff.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	4.6	4.1	3.9
Co-Supporters	3.9	3.7	3.5
Co-Learners	3.1	3.1	3.1
Co-Teachers	4.1	3.6	3.5
Co-Advisors	3.7	3.3	3.3

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

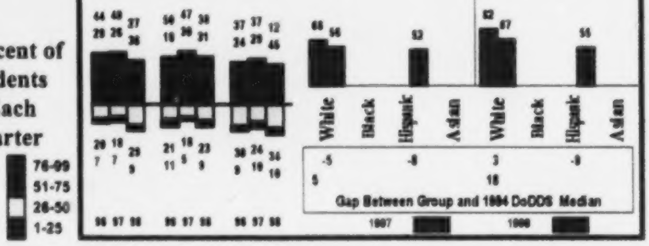
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

The Key Communicators, SAC, and PTSA, working with the math, language arts and technology committees, sponsor curriculum activities for teachers, students and parents. Co-learning and co-teaching activities, including use of rubrics, will be part of the school calendar next year. The school enjoys a high volunteer rate. Parents willingly help evaluate the school's program.

Grade 3

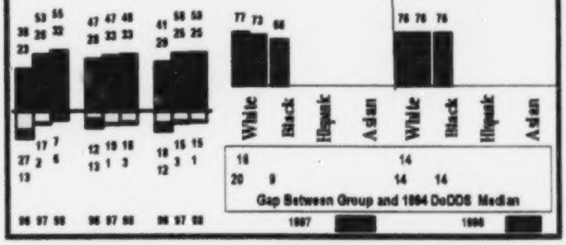
1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	60	66.5	51.9	54.7	64.2
District	61.8	65.1	55.4	59.3	61.1
DoDDS	57.1	61.4	50.5	57.2	53.4
Nation	50	50	50	50	50
# Students	101	101	101	101	101

Percent of Students in Each Quarter



Grade 4

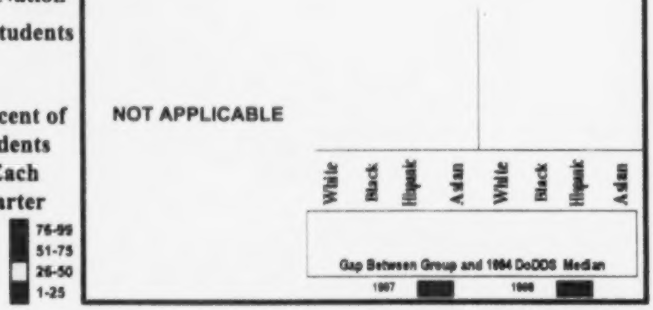
1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	78.8	74.6	81.2	73.8	74
District	72.5	68.8	70.0	67.1	67.3
DoDDS	65.1	62.8	63.6	61	61.2
Nation	50	50	50	50	50
# Students	95	95	95	95	95



1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School					
District					
DoDDS					
Nation					
# Students					

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results		School	District*	DoDDS	Nation
% Participating	97	NA	63%	63%	41%
	98	NA	72%	62%	43%
Math Avg Score	97	NA	536	505	511
	98	NA	530	505	512
Verbal Avg Score	97	NA	529	515	505
	98	NA	520	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Spangdahlem ES
52 SPTG/CCSE-S
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APO AE 09126-4050

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Fax Number: 49-6565-4449
Commercial Phone:
49-6565-4033

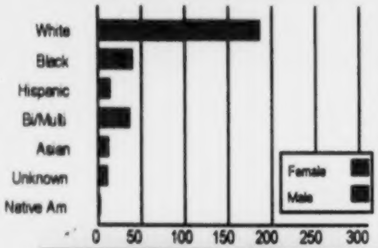
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable

Spangdahlem,
Germany

Department of Defense Education Activity
Spangdahlem Middle School (5-8)
1997/98 School Profile
Donna Warner, Principal

School Characteristics

Student Enrollment - 296



Grade	
5	88
6	73
7	79
8	56
Total	296

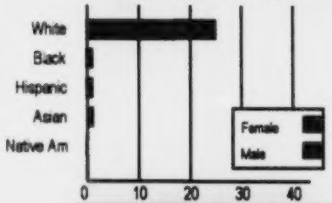
Sponsor Affiliation	
Marine	<.5%
Army	<.5%
Navy	<.5%
Air Force	93%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	7%
Non-US Civilians	<.5%

Special Programs			
Grade Offered	Program		
PK-12	Special Education	16	5%
K-8	TAG	33	11%
K-12	ESL	N/A	N/A
1	Reading Recovery	N/A	N/A
7-12	AVID	20	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Years	Teachers
New	2
1-3	2
4-6	0
7-10	0
> 10	20

Mobility Rate
25% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	22
Special Education	1.5
Other Professionals	2.5

Teacher Education	
Degree	Teacher
BA/BS	25 %
MA/MS	68 %
Doctorate	7 %

Principal's Highlights

Spangdahlem Middle School enrolls 305 students in grades five through eight. Our classess are organized around the Block eight schedule with 85 minute classes that meet every other day. As the class periods are longer, more indepth discussions are possible. Additionally, this allows time for a seminar period that students use to seek academic help, do make up work, and explore enrichment activities.

A strong community partnership has provided many opportunities for our students. Sixty military members work as mentors during seminar periods with assigned students.

As an extension of the academic classes this year, students have participated in a Career Day, Celebrating the Arts, and a Science Spectacular. Besides providing a strong core of academic classes, we have a wide variety of electives that include an excellent music program, business enterprise, AVID, Talented and Gifted, and Drama classes. Extra curricular activities that complement students' education are: NJHS, Odyssey of Mind, Math Counts, Yearbook and Computer, Art, and Drama Clubs. The results of our efforts with these programs and community involvement were major components in the selection of Spangdahlem Air Base for the 1997 Installation Excellence Award.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: *Student Achievement And Citizenship*

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

This year has been dedicated to increasing reading comprehension in the areas of main idea, supporting details, and context clues. Four local assessments were designed by the staff to ascertain our students' abilities in these three skills. A reading tutorial program was implemented, and SSR school-wide continued on a weekly basis.

Goal 4: *Math And Science Achievement*

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Our focus this year was to increase our students' ability to interpret data. Four local assessments were developed so that students could demonstrate their ability to both understand a data display as well as make defensible interpretations of the data. The Problem of the Week Contest continued as well as the math tutorial program that had been established last year.

Goal 10: *Organizational Development*

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Redesigned newsletters were mailed home twice a month. AFRTS Radio and Television provided weekly updates of school activities on the "Bulldog Bark". Student progress reports were sent home to parents at mid-quarter as an interim report card. Arena style parent teacher conferences were held twice this year and conferences by grade level teams and individual teachers upon request.

Benchmark 10.8: Establish Technology for teachers and administrators

Computer training has continued throughout the year with emphasis on Integrade, CD ROM programs, and the Internet. Rewiring was completed and our pentium computer lab became a reality! Within the media center, students have had access to the Internet, and we are anticipating that we will have Internet capability in the pentium lab by the beginning of 1998-99SY.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	**3.1**	**4.1**	**3.9**
Co-Supporters	**2.8**	**3.7**	**3.5**
Co-Learners	**2.2**	**3.1**	**3.1**
Co-Teachers	**2.8**	**3.6**	**3.5**
Co-Advisors	**2.6**	**3.3**	**3.3**

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

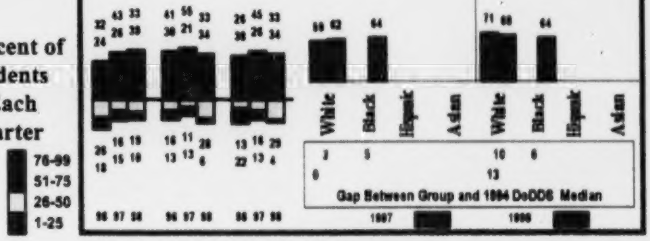
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

A data base was established outlining parents' willingness to volunteer in the classroom. With more than 60 active duty military members pairing with students to improve their grades and self esteem, our Mentorship program continues to flourish. The PTSA sponsored a spring carnival and one of our parents co-sponsored, Odyssey of the Mind teams in World competition.

Grade 5

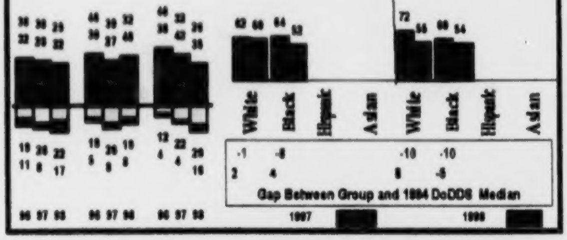
	Benchmark 3.1			Benchmark 4.2	
1998 Median Percentiles for: School	Read	Lang	Soc Stdy	Math	Science
School	60.8	61.7	63.6	60.3	65
District	68.9	67.8	68.4	63.2	66.3
DoDDS	67.5	63.4	66.1	61	63.2
Nation	50	50	50	50	50
# Students	83	83	82	83	83

Percent of Students in Each Quarter



Grade 6

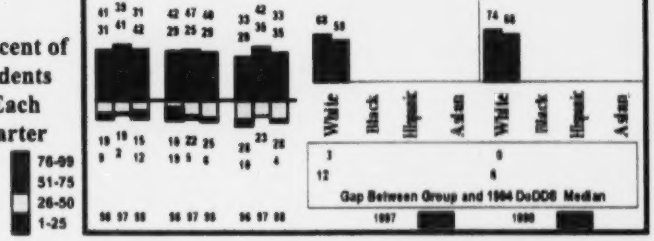
	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
	57.7	65	62	56.5	55
	65.0	66.2	64.2	61.4	64.1
	62.7	65.2	64.7	62	64.9
	50	50	50	50	50
	72	72	72	72	72



Grade 8

	Benchmark 3.1			Benchmark 4.2	
1998 Median Percentiles for: School	Read	Lang	Soc Stdy	Math	Science
School	64.7	69	67.2	59	67.5
District	65.6	69.7	68.5	68.0	64.7
DoDDS	59.8	64.3	62.7	61.3	60.7
Nation	50	50	50	50	50
# Students	52	52	51	51	52

Percent of Students in Each Quarter



SAT Results		School	District	DoDDS	Nation
% Participating	97	NA	63%	63%	41%
	98	NA	72%	62%	43%
Math Avg Score	97	NA	536	505	511
	98	NA	530	505	512
Verbal Avg Score	97	NA	529	515	505
	98	NA	520	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

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Commercial Phone:
49-6565-7459

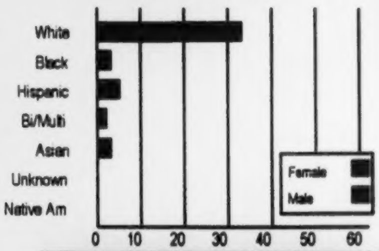
DoDEA Writing Assessment									
				Percent at Each Performance Level					
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	86	Met	44%	48%	7%	0%	0%
5	97	76	Met	50%	43%	5%	0%	1%
5	98	84	Met	25%	71%	2%	0%	1%
8	96	62	Not Met	23%	39%	29%	10%	0%
8	97	55	Met	49%	36%	11%	2%	2%
8	98	49	Met	31%	47%	18%	4%	0%

Volkel,
The Netherlands

Department of Defense Education Activity
Volkel Elementary School (K-5)
1997/98 School Profile
Joseph Wertheimer, Principal

School Characteristics

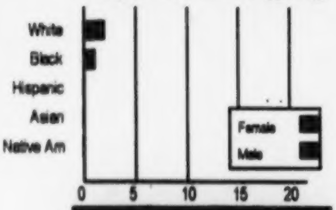
Student Enrollment - 46



Grade	
K	8
1	8
2	8
3	9
4	7
5	3
Total	46

Sponsor Affiliation	
Marine	<.5%
Army	<.5%
Navy	<.5%
Air Force	100%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	<.5%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program		
PK-12	Special Education	5	11%
K-8	TAG	N/A	N/A
K-12	ESL	N/A	N/A
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

Teacher Experience

Year	Teacher
New	0
1-3	0
4-6	1
7-10	0
> 10	2

Mobility Rate
15% Per Year

School Staff

Category	FTE
Administrators	1
Classroom Teachers	2.5
Special Education	0.5
Other Professionals	0.5

Teacher Education

Degree	Teacher
BA/BS	67 %
MA/MS	33 %
Doctorate	0 %

Principal's Highlights

Volkel Elementary School serves the families of the 752d MUNSS in the Netherlands and the US Air Force Element Kalkar, Germany. We are one of the smallest schools remaining in DoDDS. It is this smallness that is our greatest strength. Three multi-age classrooms promote great learning every day.

Volkel is staffed by 2.5 exceptionally professional teachers, a teaching principal, a half time Host Nation teacher, and a half time secretary/supply clerk. In addition to the normal academic program we have Swimming, Student Council, Computers, Music and Media. Physical Education, Music and Computers are team taught to best utilize the teacher's strengths.

We are most fortunate to have a most supportive Booster Club. The club funds the majority of costs for students and teachers on Study Trips and along with three other service organizations provides a weekly hot lunch.

Much of the instruction is based on school wide themes which include cross level projects, reports and presentations. All students are familiar with and use the technology available in the classrooms and in our computer lab to complete assignments and projects.

DoDEA Strategic Plan School Improvement Implementation
School Year 97/98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

As in previous years the writing process has been stressed this year. Students have used computers available to produce finished products of high quality. Portfolios were kept for Primary children. The new Reading/Language Arts series was used in the Intermediate grades. This program emphasizes the use of the writing process.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

The mathematics curriculum has continued to receive emphasis this school year. Problem solving techniques have been stressed in all classrooms. The use of "Daily Tune-Ups" occurred in all classes. A "Family Math Night" was held in the spring to emphasize the problem solving techniques taught in all classes.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

A "Parent Center" was established and maintained. A volunteer log was developed and utilized by parents. A "Home - School Partnership" board was established where pictures of parents and community members who have given time to the school are displayed. SIP materials were placed in an area accessible to parents.

Benchmark 10.8: Establish Technology for teachers and administrators

Parents, community members, students and faculty members were involved in computer training this year. All staff members have received training on the new software which has been purchased for the media center. There has been a great increase in the amount of digital photography used in school publications. District support also helped with the inservicing of teachers.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.8	4.1	3.9
Co-Supporters	3.2	3.7	3.5
Co-Learners	3.0	3.1	3.1
Co-Teachers	3.0	3.6	3.5
Co-Advisors	3.0	3.3	3.3
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

Goal 8: Parental Participation

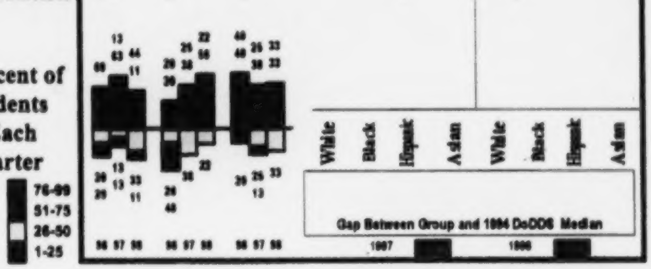
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

Parental participation by core group of parents is very high. It is a rare day that does not find one or more parent volunteers in the school. Flyers are sent home on a regular basis. The Volkel base newsletter, the Windmill, was also used to disseminate information. We have attempted to increase parent interest and participation by having our SAC meetings alternate between the communities.

Grade 3

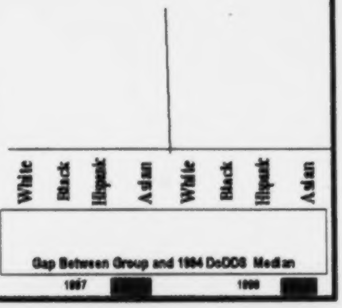
1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School					
District	61.8	65.1	55.4	59.3	61.1
DoDDS	57.1	61.4	50.5	57.2	53.4
Nation					
# Students	9	9	9	9	9

Percent of Students in Each Quarter



	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science

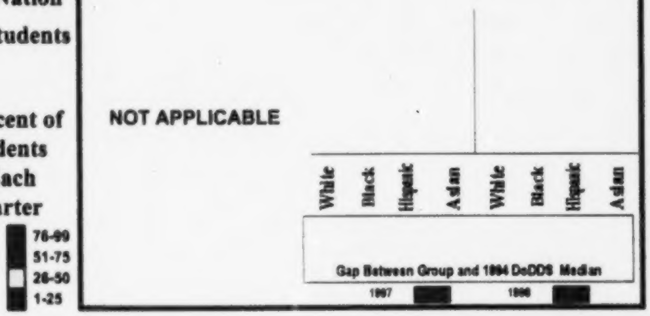
NOT APPLICABLE



1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School					
District					
DoDDS					
Nation					
# Students					

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results					
		School	District	DoDDS	Nation
% Participating	97	NA	63%	63%	41%
	98	NA	72%	62%	43%
Math Avg Score	97	NA	536	505	511
	98	NA	530	505	512
Verbal Avg Score	97	NA	529	515	505
	98	NA	520	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Volkel ES
752 MUNSS UNIT 6790
APO AE 09717

DSN Phone:
Fax Number: 31-4132-74335
Commercial Phone:
31-4132-74285

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scorable
5	97	6	Met	33%	67%	0%	0%	0%
5	98	4	Met	0%	75%	25%	0%	0%

SECTION D

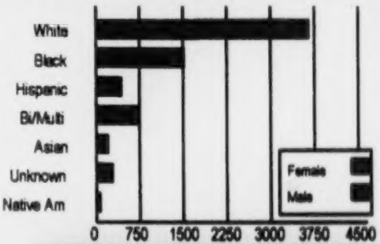
DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

HEIDELBERG DISTRICT
1997-1998

Department of Defense Education Activity
Heidelberg District (PK-12)
1997/98 District Profile
Joan Wilcox, Superintendent

District Characteristics

Student Enrollment - 6,779



Special Programs			
Grade Offered	Program		
PK-12	Special Education	647	10%
K-8	TAG	250	5%
K-12	ESL	75	1%
1	Reading Recovery	31	5%
7-12	AVID	216	▨
AP Courses Offered		35	▨
Students Taking AP Courses		237	37%

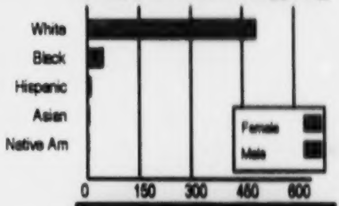
Grade	
PreK	93
K	607
1	647
2	644
3	614
4	592
5	553
6	538
7	506
8	484
9	479
10	385
11	371
12	266
Total	6779

Sponsor Affiliation	
Marine	1%
Army	70%
Navy	2%
Air Force	8%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	19%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	6
1-3	14
4-6	17
7-10	60
> 10	425

Mobility Rate
29% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	27
Classroom Teachers	383
Special Education	48
Other Professionals	87

Teacher Education	
Degree	Teachers
BA/BS	24 %
MA/MS	74 %
Doctorate	2 %

Superintendent's Highlights

Heidelberg District continues to focus on student achievement, equity and narrowing the gap through a variety of programs and initiatives.

The mentoring program is established throughout the district. Schools use mentors to assist students who need additional academic support, especially in the areas of math and science.

Another area in which the district continues to focus is student achievement related to grades and grading. A task force was formed to develop a proposed grading policy that accurately reports and summarizes student knowledge and performance. The first draft of the proposed policy has been created and reviewed by all stakeholders in the district.

Three schools serving as pilot schools began studying issues related to cultural diversity and motivation. The school structures supporting change and school reform were examined and modified with the creation of Diversity Support Teams. Fall 1998 the educators will design and implement action research projects based on the academic strengths and needs of the students.

DoDEA Strategic Plan - School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

The focus on language arts throughout the district was directed toward creating capacity for change in the elementary and middle schools as pre-implementation for Literacy Place. Lead teachers from each school worked together to assist their colleagues in using the new language arts/ reading materials based on the balanced approach to language and reading. instruction.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

We continue to emphasize "hands-on" science and math. Awareness level training of the standards, especially the inquiry approach, has been a pre-implementation goal. Follow-up on standards has been in the form of modeling lessons in classrooms throughout the district using the inquiry approach. New strategies were introduced to high school math teachers.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Extensive support for the administrative programs (MS-Office, cc:mail, TSS, DSAMMS, EDT, and T & A) have been continued. CC:Mail is available for all personnel. All schools except one have internet access and home pages. A program testing an automatic answering computer for school-home communication is being piloted at two locations.

Benchmark 10.8: Establish Technology for teachers and administrators

Technology training was provided throughout the school year at all complexes. The district offered eight summer technology workshops. In addition four NT labs were installed in four high schools to support business computer programs. Four schools received teacher workstations for every teacher in the school and all schools have multi-media labs.

Average Ratings of SHIP Progress		
Tier	**District**	**DoDDS**
Co-Communicators	4.0	3.9
Co-Supporters	3.6	3.5
Co-Learners	3.2	3.1
Co-Teachers	3.6	3.5
Co-Advisors	3.2	3.3

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

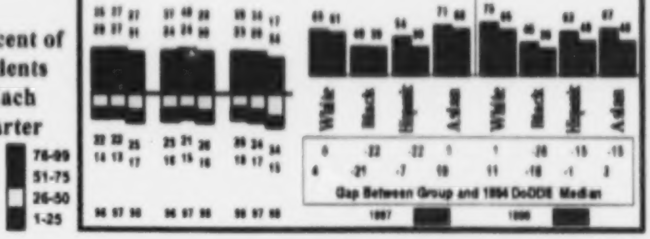
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

A district-wide mentoring program involving all schools and communities has been established. Each school continues to seek ways to strengthen its school home partnership. Several schools created parent centers. The ways in which parents participated in schools has been enhanced by these efforts.

Grade 3

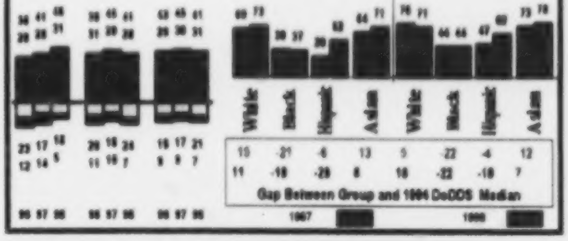
1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
District	58.7	58.9	51.0	55.3	58.7
DoDDS	57.1	61.4	50.5	57.2	53.4
Nation	50	50	50	50	50
# Students	565	565	566	566	567

Percent of Students in Each Quarter



Grade 7

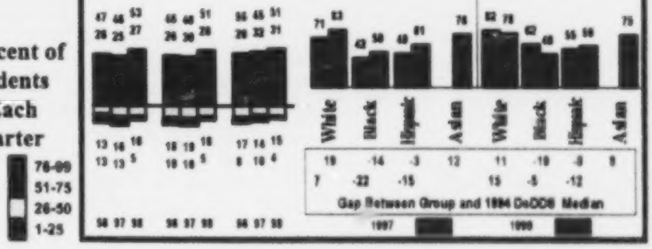
1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
District	73.2	69.9	67.5	62.4	66.2
DoDDS	68.6	64.6	65.9	59.9	64.9
Nation	50	50	50	50	50
# Students	460	460	451	460	451



Grade 11

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
District	76.5	76.0	75.9	74.5	72.3
DoDDS	69.9	69	69	65.4	66.5
Nation	50	50	50	50	50
# Students	333	333	331	335	330

Percent of Students in Each Quarter



SAT Results		District	DoDDS	Nation
% Participating	97	70%	63%	41%
	98	73%	62%	43%
Math Avg Score	97	513	505	511
	98	505	505	512
Verbal Avg Score	97	534	515	505
	98	522	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

DoDDS-Heidelberg District
Attn: Joan Wilcox
Unit 29237
APO AE 09102

DSN Phone: 370-7192
Fax Number: 49-6221-761883
Commercial Phone:
49-6221-768081

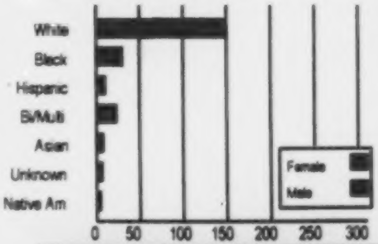
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	564	Met	31%	56%	12%	1%	0%
5	97	572	Met	31%	59%	7%	3%	0%
5	98	511	Met	22%	74%	3%	0%	0%
8	96	444	Not Met	18%	39%	34%	7%	2%
8	97	487	Met	36%	40%	15%	4%	4%
8	98	411	Met	31%	50%	17%	2%	0%
10	96	318	Not Met	25%	40%	26%	9%	0%
10	97	393	Met	42%	36%	14%	6%	1%
10	98	344	Met	33%	45%	14%	6%	3%

Augsburg, Germany

Department of Defense Education Activity
Augsburg Elementary School (PK-6)
1997/98 School Profile
Linda McCauley, Principal

School Characteristics

Student Enrollment - 228



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	31	14%
K-8	TAG	N/A	N/A
K-12	ESL	4	2%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

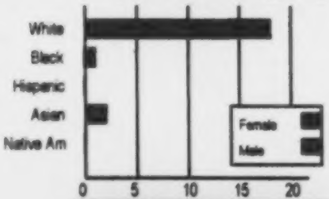
Grade	
PreK	6
K	42
1	31
2	39
3	31
4	30
5	29
6	20
Total	228

Sponsor Affiliation	
Marine	<.5%
Army	79%
Navy	<.5%
Air Force	1%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	20%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	0
1-3	0
4-6	0
7-10	4
> 10	20

Mobility Rate
32% Per Year

Professional Staffing



School Staff	
Category	# FTE
Administrators	1
Classroom Teachers	12
Special Education	3
Other Professionals	5.5

Teacher Education	
Degree	Teachers
BA/BS	10 %
MA/MS	90 %
Doctorate	0 %

Principal's Highlights

School Closed in June 1998

DoDEA Strategic Plan: School Improvement Implementation
School Year 97/98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

No data available

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

No data available

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

No data available

Benchmark 10.8: Establish Technology for teachers and administrators

No data available

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	4.0	4.0	3.9
Co-Supporters	3.6	3.6	3.5
Co-Learners	3.2	3.2	3.1
Co-Teachers	3.5	3.6	3.5
Co-Advisors	3.2	3.2	3.3
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

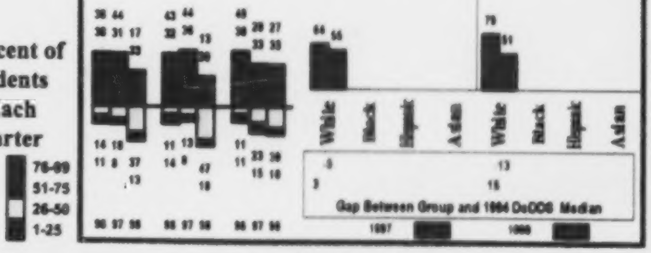
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

Grade 3

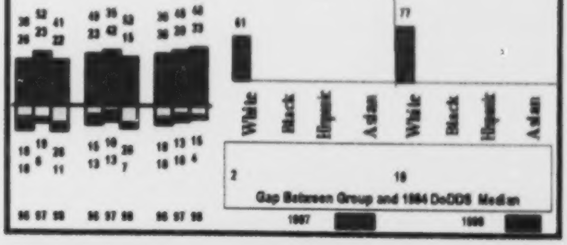
1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	50	47.7	57	55	54
District	58.7	58.9	51.0	55.3	58.7
DoDDS	57.1	61.4	50.5	57.2	53.4
Nation	50	50	50	50	50
# Students	30	30	30	30	30

Percent of Students in Each Quarter



Grade 5

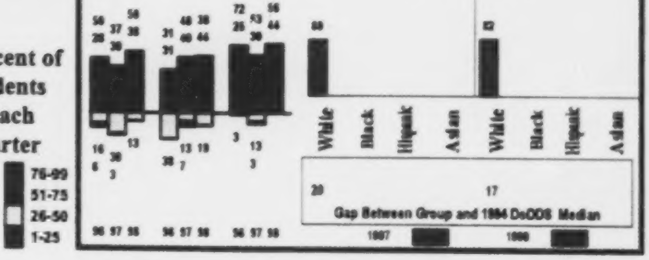
1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	69	76	74	75.7	60.8
District	74.1	67.4	71.4	65.5	66.9
DoDDS	67.5	63.4	66.1	61	63.2
Nation	50	50	50	50	50
# Students	27	27	27	27	27



Grade 6

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	72	72	85	70	82
District	65.9	69.3	70.7	64.0	69.0
DoDDS	62.7	65.2	64.7	62	64.9
Nation	50	50	50	50	50
# Students	16	16	16	16	16

Percent of Students in Each Quarter



SAT Results		School	District	DoDDS	Nation
% Participating	97	NA	70%	63%	41%
	98	NA	73%	62%	43%
Math Avg Score	97	NA	513	505	511
	98	NA	505	505	512
Verbal Avg Score	97	NA	534	515	505
	98	NA	522	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Closed - June 1998

DSN Phone:
Fax Number:
Commercial Phone:

DoDEA Writing Assessment

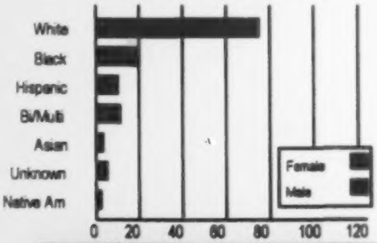
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	40	Met	25%	63%	13%	0%	0%
5	97	28	Met	32%	54%	7%	7%	0%
5	98	25	Met	32%	68%	0%	0%	0%

Augsburg, Germany

Department of Defense Education Activity
Augsburg High School (7-12)
1997/98 School Profile
Olaf Zwicker, Principal

School Characteristics

Student Enrollment - 125



Grade	
7	30
8	23
9	21
10	17
11	20
12	14
Total	125

Sponsor Affiliation	
Marine	<.5%
Army	67%
Navy	<.5%
Air Force	2%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	30%
Non-US Civilians	<.5%

Special Programs

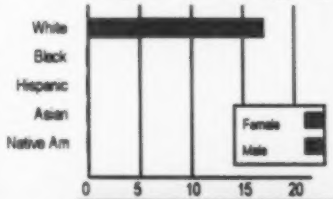
Grade Offered	Program		
PK-12	Special Education	9	7%
K-8	TAG	N/A	N/A
K-12	ESL	1	1%
1	Reading Recovery	N/A	N/A
7-12	AVID	22	▨
AP Courses Offered		2	▨
Students Taking AP Courses		3	9%

Teacher Experience

Years	Teachers
New	0
1-3	0
4-6	0
7-10	1
> 10	17

Mobility Rate
30% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	1
Classroom Teachers	16
Special Education	0.5
Other Professionals	1.5

Teacher Education

Degree	Teachers
BA/BS	11 %
MA/MS	89 %
Doctorate	0 %

Principal's Highlights

School Closed in June 1998

DoDEA Strategic Plan: School Improvement Implementation
School Year 97/98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts, and Soc. Studies.

No data available

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

No data available

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

No data available

Benchmark 10.8: Establish Technology for teachers and administrators

No data available

Average Ratings of SHP Progress

Tier	School	District	DoDDS
Co-Communicators	4.7	4.0	3.9
Co-Supporters	3.8	3.6	3.5
Co-Learners	3.7	3.2	3.1
Co-Teachers	4.0	3.6	3.5
Co-Advisors	3.5	3.2	3.3

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

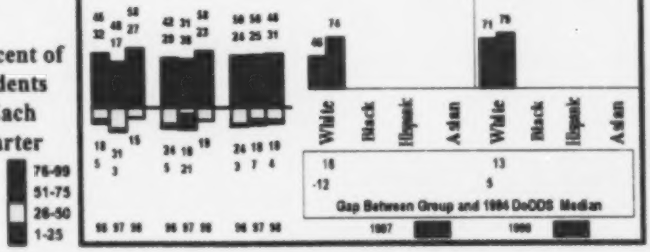
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Grade 7

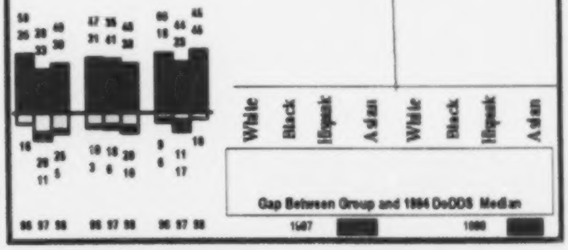
1998 Median Percentiles for:	Read	Lang	Soc Stdy	Math	Science
	Benchmark 3.1			**Benchmark 4.2**	
School	82	80.5	71.5	70	76.5
District	73.2	69.9	67.5	62.4	66.2
DoDDS	68.6	64.6	65.9	59.9	64.9
Nation	50	50	50	50	50
# Students	26	26	26	26	26

Percent of Students in Each Quarter



Grade 9

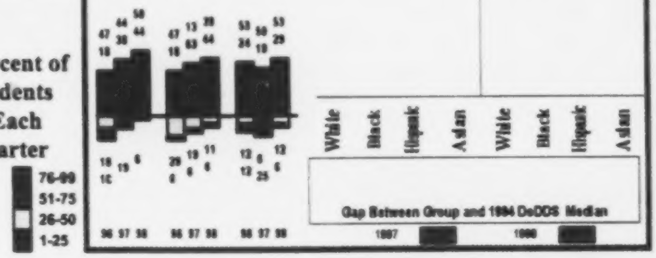
1998 Median Percentiles for:	Read	Lang	Soc Stdy	Math	Science
	Benchmark 3.1			**Benchmark 4.2**	
School	74.3	65.5	73.5	68.5	64.7
District	74.6	71.9	72.5	68.6	66.8
DoDDS	70.8	68.4	68.8	64.9	62.9
Nation	50	50	50	50	50
# Students	20	20	20	20	20



Grade 11

1998 Median Percentiles for:	Read	Lang	Soc Stdy	Math	Science
	Benchmark 3.1			**Benchmark 4.2**	
School	75.5	75	78	75	73
District	76.5	76.0	75.9	74.5	72.3
DoDDS	69.9	69	69	65.4	66.5
Nation	50	50	50	50	50
# Students	18	18	17	18	17

Percent of Students in Each Quarter



SAT Results

		School	District	DoDDS	Nation
% Participating	97	100%	70%	63%	41%
	98	100%	73%	62%	43%
Math Avg Score	97	471	513	505	511
	98	494	505	505	512
Verbal Avg Score	97	498	534	515	505
	98	506	522	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Closed - June 1998

DSN Phone:
Fax Number:
Commercial Phone:

DoDEA Writing Assessment

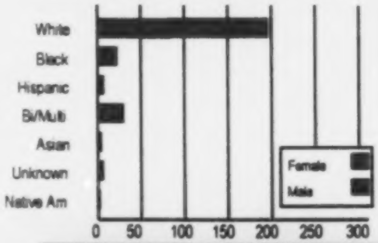
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scorable
8	96	25	Not Met	16%	56%	28%	0%	0%
8	97	22	Not Met	18%	50%	14%	14%	4%
8	98	16	Not Met	6%	56%	38%	0%	0%
10	96	24	Met	42%	46%	13%	0%	0%
10	97	24	Not Met	25%	42%	25%	8%	0%
10	98	14	Met	29%	71%	0%	0%	0%

Bad Aibling, Germany

Department of Defense Education Activity
Bad Aibling Elementary/High School (K-12)
1997/98 School Profile
Roger E. Youngman, Principal

School Characteristics

Student Enrollment - 260



Special Programs			
Grade Offered	Program		
PK-12	Special Education	25	10%
K-8	TAG	N/A	N/A
K-12	ESL	N/A	N/A
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		4	
Students Taking AP Courses		10	40%

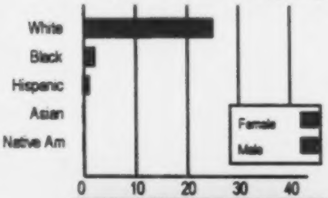
Grade	
K	28
1	32
2	22
3	24
4	19
5	19
6	16
7	17
8	18
9	22
10	15
11	12
12	13
Total	260

Sponsor Affiliation	
Marine	<.5%
Army	27%
Navy	9%
Air Force	18%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	45%
Non-US Civilians	2%

Teacher Experience	
Years	Teachers
New	0
1-3	4
4-6	3
7-10	6
> 10	16

Mobility Rate
19% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	20
Special Education	1.5
Other Professionals	3.5

Teacher Education	
Degree	Teachers
BA/BS	18 %
MA/MS	79 %
Doctorate	4 %

Principal's Highlights

Located at the foot of the Bavarian Alps, Bad Aibling Elementary/High School is one of DoDEA's most technologically up-to-date schools. There is a LAN system for all 35 classrooms and administrative offices. The Media Center has installed a Pentium upgrade which has CD/Internet applications which are accessible from all classrooms. Two computer labs offer every student accessibility to cc:mail, Internet, the opportunity to word process assignments, and correspond with teachers and each other on a daily basis.

Teachers make use of the labs for entire class assignments and projects that incorporate research on the Internet. All elementary classrooms have a Pentium computer available for students. 100% of the staff have computers on their desk for research, administrative details and curriculum integration. 98% of the student body has a positive attitude towards the use of technology in their daily assignments and a growing number of students are using Power Point/Video presentations as a form of assessment. All students are encouraged to be effective citizens in a technological future.

DoDEA Strategic Plan: School Improvement Implementation School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies

Strategies have centered on providing expanding opportunities for integration projects, research and learning. Technology integration is evident throughout the curriculum K-12. All of the classrooms have access to LAN system and can access the Internet and Media Center to assist in their learning. Proficiency in all areas has been expanded through use of technology in the curriculum.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Strategies focused on mentoring and individualized attention for "at risk" students. A Math Support class has been established to assist students improve their math skills. These strategies have raised achievement in Math & Science and reduced the number of failures in grades 7-12 to less than 1%. Technology integration is highly evident in the curriculum.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

The school publishes a series of monthly newsletters, a yearly SIP Update and weekly has information in the base newsletter. School events are listed on the official community calendar and e:mail between school and home has increased by 25% over previous years. A Student Forum sponsored by the Student Government allowed students input into handbooks, rules and decision making.

Benchmark 10.8: Establish Technology for teachers and administrators

100% of the staff and student body have daily access to technology in their classrooms. Technology has been integrated across the curriculum and students and parents serve as mentors and instructors for new programs. Teachers have encouraged technology products as alternative assessment. The staff is being trained in the implementation of hyper-studio into the curriculum.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	4.3	4.0	3.9
Co-Supporters	4.1	3.6	3.5
Co-Learners	3.8	3.2	3.1
Co-Teachers	4.3	3.6	3.5
Co-Advisors	3.6	3.2	3.3

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

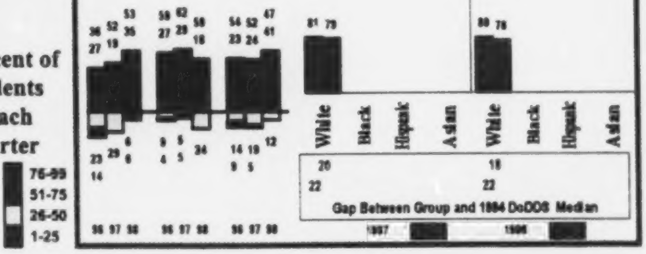
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

A strong partnership in curriculum and student activities by parents,students, and teachers shows an increase of 80% in attendance at school programs. The strong mentoring program has helped increase student achievement in AP courses and provided co-teaching/co-learning between school & community.

Grade 5

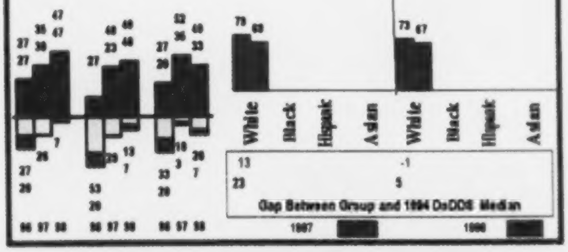
1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	76	81	74	75	72
District	74.1	67.4	71.4	65.5	66.9
DoDDS	67.5	63.4	66.1	61	63.2
Nation	50	50	50	50	50
# Students	17	17	17	17	17

Percent of Students in Each Quarter



Grade 8

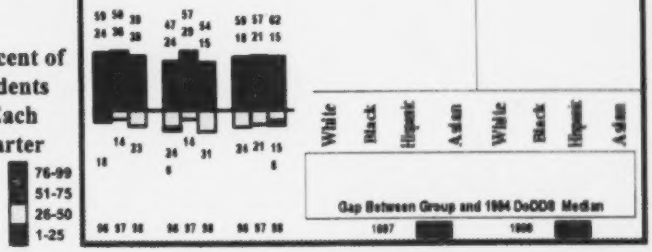
1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	71	67	72	70	66.8
District	63.9	70.1	69.5	68.4	70.7
DoDDS	59.8	64.3	62.7	61.3	60.7
Nation	50	50	50	50	50
# Students	15	15	15	15	15



Grade 10

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	63	78	80	87	86
District	72.0	71.2	72.4	70.0*	70.8
DoDDS	70.1	70.5	70.7	68.7	67
Nation	50	50	50	50	50
# Students	13	13	13	13	13

Percent of Students in Each Quarter



SAT Results		School	District	DoDDS	Nation
% Participating	97	100%	70%	63%	41%
	98	100%	73%	62%	43%
Math Avg Score	97	544	513	505	511
	98	529	505	505	512
Verbal Avg Score	97	558	534	515	505
	98	557	522	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Bad Aibling ES/HS
CMR 407
APO AE 09098

DSN Phone: 441-3884/3868
Fax Number: 49-8061-36649
Commercial Phone:
49-8061-36389

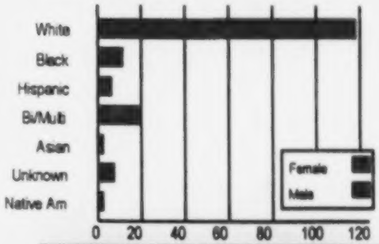
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	19	Met	26%	74%	0%	0%	0%
5	97	17	Met	47%	47%	0%	6%	0%
5	98	18	Met	33%	67%	0%	0%	0%
8	96	16	Not Met	31%	31%	25%	6%	0%
8	97	30	Met	50%	30%	17%	3%	0%
8	98	15	Met	33%	53%	13%	0%	0%
10	96	18	Not Met	28%	39%	22%	6%	6%
10	97	16	Met	31%	56%	6%	6%	0%
10	98	10	Not Met	50%	20%	20%	10%	0%

Boeblingen, Germany

Department of Defense Education Activity
Boeblingen Elementary School (K-6)
1997/98 School Profile
Charles L. Callahan, Principal

School Characteristics

Student Enrollment - 166



Special Programs			
Grade Offered	Program		
PK-12	Special Education	11	7%
K-8	TAG	N/A	N/A
K-12	ESL	2	1%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

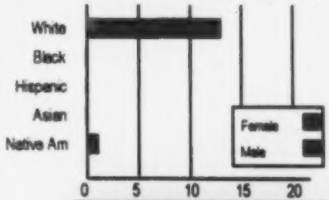
Grade	
K	23
1	18
2	39
3	25
4	21
5	22
6	18
Total	166

Sponsor Affiliation	
Marine	5%
Army	54%
Navy	5%
Air Force	13%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	23%
Non-US Civilians	<.5%

Teacher Experience	
Year	Teachers
New	0
1-3	4
4-6	1
7-10	0
> 10	6

Mobility Rate
33% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	1
Classroom Teachers	9
Special Education	0.5
Other Professionals	1

Teacher Education	
Degree	Teachers
BA/BS	14 %
MA/MS	86 %
Doctorate	0 %

Principal's Highlights

Boeblingen Elementary has continued our school improvement initiative by reorganizing the basic composition of our original SILT committee. Upon review, we determined it better to include each of our grade level and specialist teachers onto our SIP committee. We have analyzed student data collected, reviewed specific in-service activities and training, and proposed adjustmenst to our action plan based on review of our goals and needs assessment surveys. Our SIP committtee has refined the broad initiatives identified in SY 96/97 into workable formats for direct study, intervention, and for in-service training. Priority has continued to be within the technology area, with emphasis on integration of our curriculum. We've identified assessment as a goal for study for SY 98/99.

Community members receive information about school improvement from SIP bulletins and memoranda and through participation in BES's focus group on school improvement. The focus group made up of parents of students K-6 was organized to enlist parental participation and to provide an avenue for direct participation into the school improvement process. Our school improvement plan has been and will continue to be adjusted based on analysis of data.

DoDEA Strategic Plan: School Improvement Implementation School Year 97/98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Our staff has received district training in integrating Reading, Lang. Arts and Social Studies. Integrated units have been planned and implemented. Expositions (integrated activities) for school and community have been presented. The Böblingen Barker, our school newspaper and anthology, has been published regularly showcasing works of prose, poetry and art by our K-6.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Mathematics has continued to be a hot topic for our BES community. Results from our CTBS showed our students performed well. Our staff has augmented the discovery format for MathLand with direct application of factual recall. Grades three through six are taking part in the National Geographic Kidsnet project.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

The Böblingen Bugle, our weekly newsletter, informs parents on important school activities. Teachers communicate student achievement through weekly newsletters for class specific news and events, progress reports for individual students, and parent conferences. SIP Focus Group helped ensure parent participation in our school improvement process.

Benchmark 10.8: Establish Technology for teachers and administrators

Technology has been identified as a school focus. It is our intent for students to use technology for research, data collection, preparation, and publishing of reports, projects and activities that integrate language arts, social studies, reading science and mathematics.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	4.7	4.0	3.9
Co-Supporters	4.4	3.6	3.5
Co-Learners	4.3	3.2	3.1
Co-Teachers	4.0	3.6	3.5
Co-Advisors	4.0	3.2	3.3

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

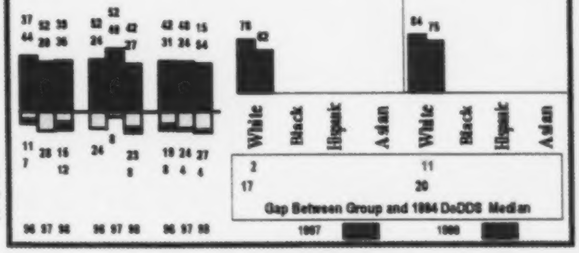
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

In addition to an active SAC and PTA, parental involvement is seen on a daily basis and has included in class volunteers and special project coordinators. Family centered events such as Octoberfest, Fashing, Storytelling, grade level plays and presentations have been well attended. Sports Night, a school wide volksmarch, a Flamenco performance and our year ending picnic are coming.

Grade 3

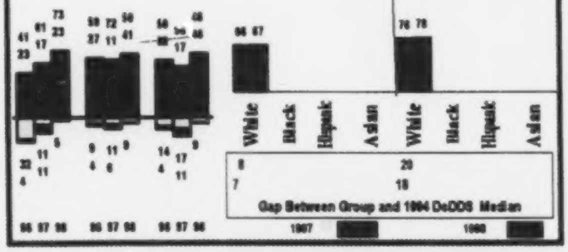
1998 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	68	69.5	61	65	70
District	58.7	58.9	51.0	55.3	58.7
DoDDS	57.1	61.4	50.5	57.2	53.4
Nation	50	50	50	50	50
# Students	26	26	26	26	26

Percent of Students in Each Quarter



Grade 5

1998 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	87.3	77	74	70.3	73
District	74.1	67.4	71.4	65.5	66.9
DoDDS	67.5	63.4	66.1	61	63.2
Nation	50	50	50	50	50
# Students	22	22	22	22	22

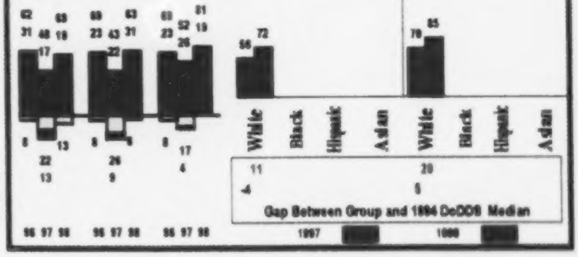


▨ 76-99
▨ 51-75
☐ 26-50
■ 1-25

Grade 6

1998 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	82.5	79.7	90	82.5	80.5
District	65.9	69.3	70.7	64.0	69.0
DoDDS	62.7	65.2	64.7	62	64.9
Nation	50	50	50	50	50
# Students	16	16	16	16	16

Percent of Students in Each Quarter



▨ 76-99
▨ 51-75
☐ 26-50
■ 1-25

SAT Results		School	District	DoDDS	Nation
% Participating	97	NA	70%	63%	41%
	98	NA	73%	62%	43%
Math Avg Score	97	NA	513	505	511
	98	NA	505	505	512
Verbal Avg Score	97	NA	534	515	505
	98	NA	522	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Boeblingen ES
CMR 445
APO AE 09046

DSN Phone: 431-2715/2528
Fax Number: 49-7031-221368
Commercial Phone:
49-7031-227459

[illegible] Writing Assessment

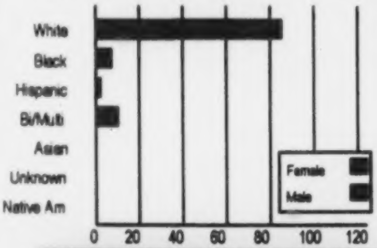
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	20	Met	25%	50%	25%	0%	0%
5	97	17	Met	41%	53%	6%	0%	0%
5	98	21	Met	24%	76%	0%	0%	0%

Garmisch, Germany

Department of Defense Education Activity
Garmisch Elementary School (PK-8)
1997/98 School Profile
James McNeil, Principal

School Characteristics

Student Enrollment - 104



Special Programs			
Grades Offered	Program		
PK-12	Special Education	8	8%
K-8	TAG	25	24%
K-12	ESL	N/A	N/A
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

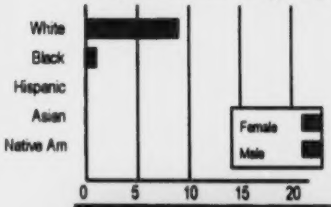
Grade	
PreK	1
K	15
1	15
2	10
3	19
4	8
5	12
6	5
7	9
8	10
Total	104

Sponsor Affiliation	
Marine	3%
Army	59%
Navy	5%
Air Force	11%
Coast Guard	<.5%
Non-US Military	2%
US Civilians	21%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	0
1-3	0
4-6	2
7-10	1
> 10	5

Mobility Rate
21% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	1
Classroom Teachers	7
Special Education	0.5
Other Professionals	1

Teacher Education	
Degree	Teachers
BA/BS	20 %
MA/MS	80 %
Doctorate	0 %

Principal's Highlights

Garmisch American School is surrounded by the Kramer, Wank and Zugspitz Mountains in the town of Garmisch-Partenkirchen. Garmisch is one of the most famous resort and outdoor sports areas in Europe. In this picturesque setting, 106 students are enrolled in grades kindergarten through eight. Additionally, we provide service for students with learning disabilities.

The Garmisch School serves two communities, Oberammergau and the Sixth AST community in Garmisch. Parents are actively involved as members of SAC, PTA, SIP, SWEP and SILT Teams.

A skiing program is offered to students in grades kindergarten through eight by AFRC/Youth Services. After school programs, such as computer club, intramurals, music and math are offered by our teaching staff.

Two new building additions have begun for SY 98-99. One will be a general classroom and the other a Media Center.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

A Multi-Cultural Oral Reading Program called, "Windows on the World", was presented by parents and community members to all grade levels. Daily written journals in all grades have increased interest in books and use of our Media Center. All students wrote, illustrated, and bound at least one book this year, culminating in the DSO Young Author's Workshop.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

The continued faculty commitment to a "hands on" approach to math and science is beginning to pay off in terms of students "liking" these subjects. We have also seen increased achievement by many students as shown by the Terra Nova Test results. Our racial/gender gap is insubstantial. The annual Science Expo was held at the end of the school year with all grade levels participating.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

This year all classrooms were connected to the new LAN system, establishing instant communication with the office, as well as among staff members. A parent newsletter included information on classroom activities, study trips, calendar of events, and also recognizes parent, student, and community involvement. A staff bulletin facilitated administration/teacher communication.

Benchmark 10.8: Establish Technology for teachers and administrators

Our new computer lab is becoming "state of the art". We received twenty new PC computers this year and two printers. The computer lab and all classrooms are connected to the Internet. All classes in grades one through eight received computer instruction in the lab. Teachers and all staff members are receiving training to improve the instructional delivery system to our students.

Average Ratings of SHIP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	**3.8**	**4.0**	**3.9**
Co-Supporters	**3.2**	**3.6**	**3.5**
Co-Learners	**2.8**	**3.2**	**3.1**
Co-Teachers	**3.2**	**3.6**	**3.5**
Co-Advisors	**3.2**	**3.2**	**3.3**

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

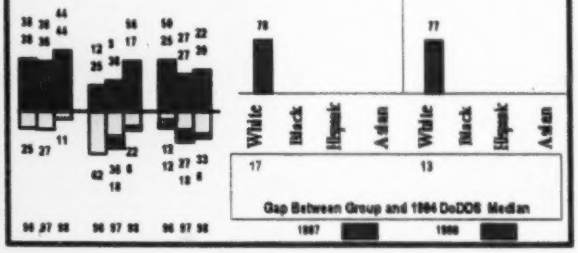
Through our "open door" policy and School Home Partnership efforts we have been able to enrich our school curriculum. Our dedicated parent and community volunteers have provided support for the 7th and 8th grade Seminar Sessions, participated in the grading policy task force, Mentoring program, Multi-cultural oral reading program and a host of other important activities.

Grade 3

1998 Median Percentiles for:	**Benchmark 3.1** Read	 Lang	 Soc Stdy	**Benchmark 4.2** Math	 Science
School	74	77	57.5	79.7	78.5
District	58.7	58.9	51.0	55.3	58.7
DoDDS	57.1	61.4	50.5	57.2	53.4
Nation	50	50	50	50	50
# Students	18	18	18	18	18

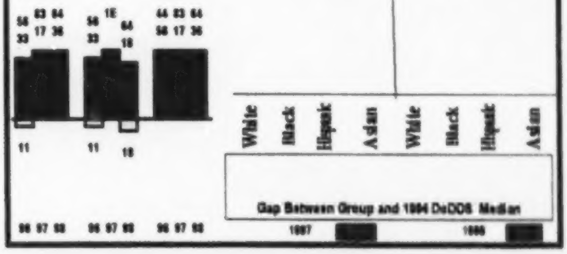
Percent of Students in Each Quarter

76-99
51-75
26-50
1-25



Grade 5

	Benchmark 3.1 Read	 Lang	 Soc Stdy	**Benchmark 4.2** Math	 Science
School	90	77	81	74	84
District	74.1	67.4	71.4	65.5	66.9
DoDDS	67.5	63.4	66.1	61	63.2
Nation	50	50	50	50	50
# Students	11	11	11	11	11

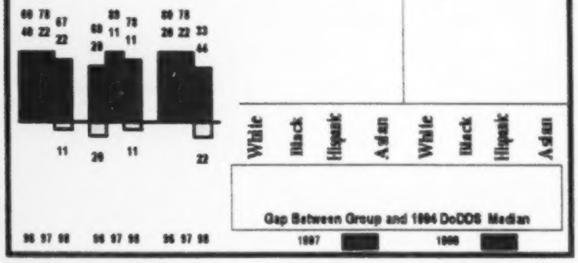


Grade 8

1998 Median Percentiles for:	**Benchmark 3.1** Read	 Lang	 Soc Stdy	**Benchmark 4.2** Math	 Science
School					
District	63.9	70.1	69.5	68.4	70.7
DoDDS	59.8	64.3	62.7	61.3	60.7
Nation					
# Students	9	9	9	9	9

Percent of Students in Each Quarter

76-99
51-75
26-50
1-25



SAT Results		School	District	DoDDS	Nation
% Participating	97	NA	70%	63%	41%
	98	NA	73%	62%	43%
Math Avg Score	97	NA	513	505	511
	98	NA	505	505	512
Verbal Avg Score	97	NA	534	515	505
	98	NA	522	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Garmisch ES/MS
UNIT 24511
APO AE 09053

DSN Phone: 440-2611/2758
Fax Number: 49-8821-76949
Commercial Phone:
49-8821-76871

DoDEA Writing Assessment

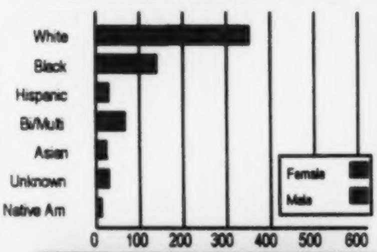
				Percent at Each Performance Level				
Grade	**Yr**	**Number Tested**	**Benchmark Criteria** **75% => Proficient**	**Distinguished**	**Proficient**	**Apprentice**	**Novice/ Undeveloped**	**Not Scoreable**
5	96	8	Met	25%	62%	12%	0%	0%
5	97	6	Met	33%	50%	17%	0%	0%
5	98	10	Met	40%	60%	0%	0%	0%
8	96	5	Not Met	0%	20%	80%	0%	0%
8	97	7	Not Met	57%	14%	29%	0%	0%
8	98	7	Met	57%	43%	0%	0%	0%

Heidelberg,
Germany

Department of Defense Education Activity
Heidelberg Middle School (6-8)
1997/98 School Profile
Bill Boyer, Principal

School Characteristics

Student Enrollment - 649



Grade	
6	231
7	205
8	213
Total	649

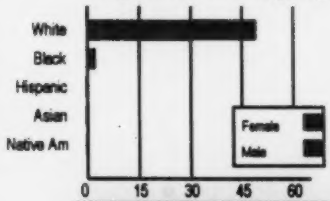
Sponsor Affiliation	
Marine	<.5%
Army	71%
Navy	<.5%
Air Force	2%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	26%
Non-US Civilians	<.5%

Special Programs			
[illegible]	[illegible]		
PK-12	Special Education	59	9%
K-8	TAG	N/A	N/A
K-12	ESL	11	2%
1	Reading Recovery	N/A	N/A
7-12	AVID	30	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Years	Teachers
New	1
1-3	1
4-6	1
7-10	2
> 10	45

Mobility Rate
25% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	37.5
Special Education	6
Other Professionals	4

Teacher Education	
Degree	Teacher
BA/BS	25 %
MA/MS	71 %
Doctorate	4 %

Principal's Highlights

The interdisciplinary units devised and coordinated by the teachers in our school greatly enhance the students' learning process. These units involve parents as aides, instructors, and chaperones, and give our students first hand involvement in the European community and culture.

Sixth graders donned Medieval garb to reflect the character they chose to become in their Medieval Festival. They cast off their costumes to go to a science and technology museum later in the year.

Seventh graders honed their directional skills in a Baroque castle garden. Next they boned up on history in a Medieval walled city, Rothenburg.

Eighth graders completed their Christmas shopping at a German Weihnachts Markt after touring the Neckar Valley village of Bad Wimpfen. They refined their Cornell note taking skills as they took notes on the various speakers they heard who presented on topics pertinent to their curriculum.

Throughout the year the entire school was involved in preparations for the spring festival, America, A Patchwork Quilt of Cultures. This theme served as a focal point for our SIP plans on intercurricular units and culminated in the school drama presentations and festival games.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts, and Soc. Studies.

Plans continue to center on developing cross-curricular activities that involve each of the four major curricular areas - Math, Science, Language Arts and Social Studies. The school continues to develop interdisciplinary units. Noteworthy was America, A Patchwork Quilt of Cultures a unit that involved 100% of the students.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Math and science adoptions based on NCTM math standards and NTSA science standards are being used in all math and science classes. Students continue to solve challenging, complex problems and focus on problem solving strategies. The GAP has declined significantly for black students (down in math and in science).

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

The school's monthly newsletters inform the parents and community about important school activities and how they might become involved. PTSA and SAC news were printed in the newsletter to publicize these groups' efforts.

Benchmark 10.8: Establish Technology for teachers and administrators

All computers are connected to LAN (Local Area Network) and INTERNET is available in the Media Center and the Computer Lab. 50% of teachers use INTEGRADE and 55% of teachers received training in three classes offered.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	3.3	4.0	3.9
Co-Supporters	3.5	3.6	3.5
Co-Learners	3.0	3.2	3.1
Co-Teachers	3.4	3.6	3.5
Co-Advisors	3.5	3.2	3.3

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

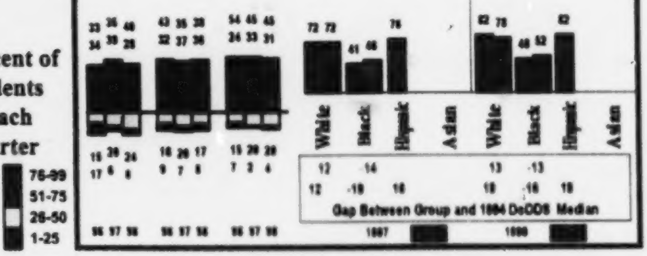
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.
Heidelberg Middle School has always enjoyed a fruitful and reciprocal working relationship with our students' parents. Parents continue to provide valuable assistance by serving on SAC, PTSA, and Home-School Partnership. Parents volunteered as aides and guest speakers for various units.

Grade 6

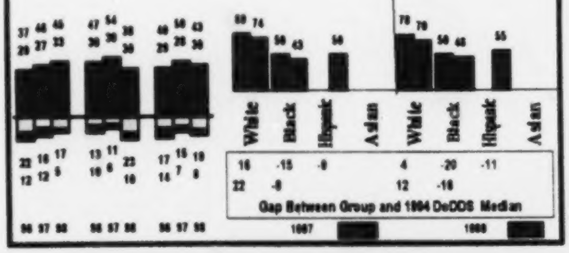
1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	66	68.5	74	65.2	68.3
District	65.9	69.3	70.7	64.0	69.0
DoDDS	62.7	65.2	64.7	62	64.9
Nation	50	50	50	50	50
# Students	219	219	213	212	204

Percent of Students in Each Quarter



Grade 7

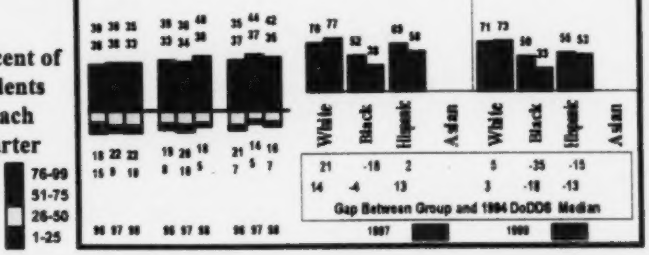
1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	72.7	69	70.5	65.4	65
District	73.2	69.9	67.5	62.4	66.2
DoDDS	68.6	64.6	65.9	59.9	64.9
Nation	50	50	50	50	50
# Students	186	186	178	186	179



Grade 8

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	62.3	69	71	72.1	68
District	63.9	70.1	69.5	68.4	70.7
DoDDS	59.8	64.3	62.7	61.3	60.7
Nation	50	50	50	50	50
# Students	189	189	185	188	181

Percent of Students in Each Quarter



SAT Results		School	District	DoDDS	Nation
% Participating	97	NA	70%	63%	41%
	98	NA	73%	62%	43%
Math Avg Score	97	NA	513	505	511
	98	NA	505	505	512
Verbal Avg Score	97	NA	534	515	505
	98	NA	522	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Heidelberg MS
UNIT 29237
APO AE 09102

DSN Phone: 370-7372/8796
Fax Number: 49-6221-761033
Commercial Phone:
49-6221-762449

DoDEA Writing Assessment

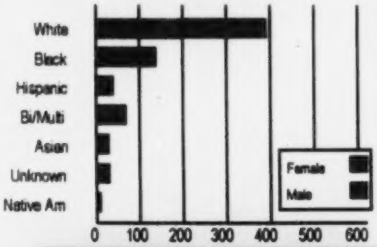
				Percent at Each Performance Level				
Grade	**Yr**	**Number Tested**	**Benchmark Criteria** **75% => Proficient**	**Distinguished**	**Proficient**	**Apprentice**	**Novice/ Undeveloped**	**Not Scoreable**
8	96	171	Not Met	18%	42%	33%	6%	1%
8	97	202	Met	44%	39%	13%	4%	0%
8	98	182	Met	34%	53%	12%	1%	0%

Heidelberg, Germany

Department of Defense Education Activity
Heidelberg High School (9-12)
1997/98 School Profile
Lewis Johnson Jr., Principal

School Characteristics

Student Enrollment - 697



Grade	[illegible]
9	210
10	169
11	168
12	150
Total	697

Sponsor Affiliation	
Marine	<.5%
Army	61%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	37%
Non-US Civilians	<.5%

Special Programs

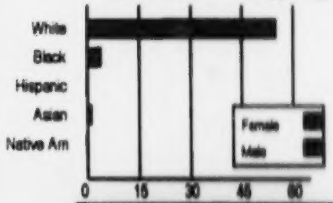
Grade Offered	Program	[illegible]	[illegible]
PK-12	Special Education	37	5%
K-8	TAG	N/A	N/A
K-12	ESL	4	1%
1	Reading Recovery	N/A	N/A
7-12	AVID	66	▨
AP Courses Offered		15	▨
Students Taking AP Courses		135	42%

Teacher Experience

Years	Teacher
New	0
1-3	0
4-6	1
7-10	15
> 10	45

Mobility Rate
19% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	2
Classroom Teachers	46
Special Education	2
Other Professionals	4.5

Teacher Education

Degree	Teacher
BA/BS	23 %
MA/MS	75 %
Doctorate	2 %

Principal's Highlights

Heidelberg High School is located in Mark Twain Village. The curriculum is developed to meet the needs of both college and non-college bound students. A wide variety of vocational/technical programs, AVID and Advanced Placement programs are available for students. Heidelberg High School offers an extensive co-curricular program to enhance the academic program of the school.

The teachers, parents, and students demonstrated a positive attitude towards the DoDEA strategic plan at HHS. The strategies for the five goals were developed by each committee. All five committees had parents, staff and students actively involved in the developmental phase of each goal. Interventions for each of the goals are appropriate and address student needs. It is evident that progress toward improving Goal 3, Benchmark 3.1 & 3.2, Goal 4, Benchmark 4.1 & 4.2, Goal 8, Benchmark 8.1, Goal 10, Benchmark 10.7 and Benchmark 10.8 has been made and parents, students and staff have ownership in this process.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies

More attention was placed on reading skills through two measures. The Accelerated Reading Program was introduced at all grade levels in English classes, and a vocabulary enrichment plan was initiated in all classes across the curriculum using words taken from the SAT exams. 350 AR tests in classical literature were passed with good scores and a majority want to continue.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Varied activities were used to "close the gap" and motivate students. Highlights: 20.8% decrease in the % of academically at risk students, based on SY94/95 and SY95/96. Mean grade of math students who attended tutorial rose 71 to 76. 15% increase in mean GPA-math. 34% decrease in the % of F's- science, grade10. 78 % decrease in F's -grade 11 and 13% decrease F's -Gr.10.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Email addresses of teachers and parents have been published. We have a new campaign to increase communication using our new homepage by publishing its address in the newsletter once the new provider comes online. The outdoor marquis is up and procedures for use have been published. The MANE REPORT had another issue in the Stars and Stripes newspaper.

Benchmark 10.8: Establish Technology for teachers and administrators

Two Pentium labs are almost complete. Internet access is now available in all labs with hardware to support it's use. One infocus projector was purchased and has received extensive use. Two more are approved for purchase. Integrade is used by 100% of staff for end-term grades. Training was conducted for Integrade, Powerpoint, Internet use, Lotus Notes, and CC Mail.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.8	4.0	3.9
Co-Supporters	3.6	3.6	3.5
Co-Learners	2.9	3.2	3.1
Co-Teachers	3.3	3.6	3.5
Co-Advisers	3.1	3.2	3.3

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

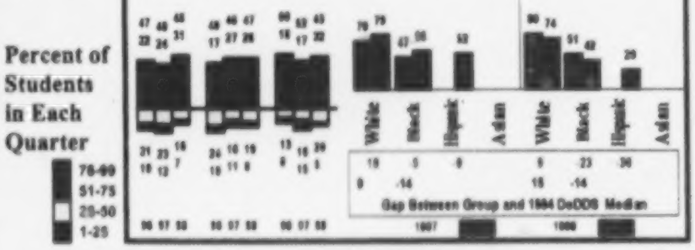
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Parental involvement was encouraged through a variety of activities offered under each of the five tiers. A student leadership team sponsored an activity which included students, parents, and teachers. Open house attendance was slightly higher than last year's 60%. The community mentoring program has been operating successfully with 24 pairs meeting several times a month. The parent newsletter was mailed out monthly.

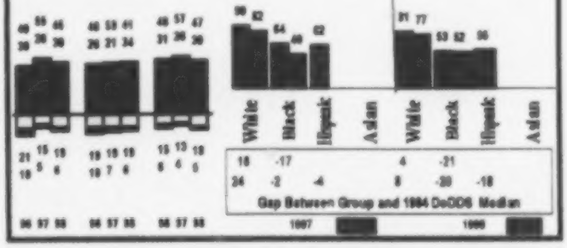
Grade 9

1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	73.8	71.8	72.5	69.4	65
District	74.6	71.9	72.5	68.6	66.8
DoDDS	70.8	68.4	68.8	64.9	62.9
Nation	50	50	50	50	50
# Students	192	192	192	192	191



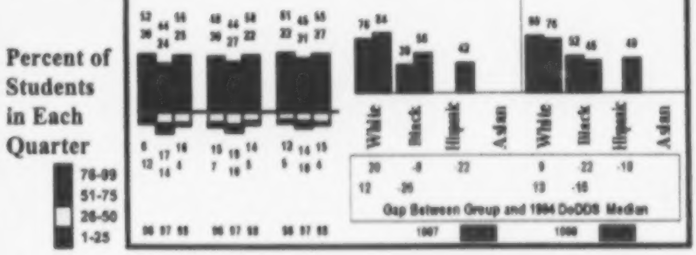
Grade 10

1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	71	68.3	72	73.3	67.4
District	72.0	71.2	72.4	70.0	70.8
DoDDS	70.1	70.5	70.7	68.7	67
Nation	50	50	50	50	50
# Students	164	164	161	162	161



Grade 11

1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	78.2	78.6	77.6	77.2	74.3
District	76.5	76.0	75.9	74.5	72.3
DoDDS	69.9	69	69	65.4	66.5
Nation	50	50	50	50	50
# Students	149	149	151	152	151



SAT Results		School	District	DoDDS	Nation
% Participating	97	68%	70%	63%	41%
	98	69%	73%	62%	43%
Math Avg Score	97	516	513	505	511
	98	498	505	505	512
Verbal Avg Score	97	542	534	515	505
	98	514	522	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Heidelberg HS
UNIT 29237
APO AE 09102

DSN Phone: 370-7513/8004
Fax Number: 49-6221-375872
Commercial Phone:
49-6221-390587

DoDDS Writing Assessment

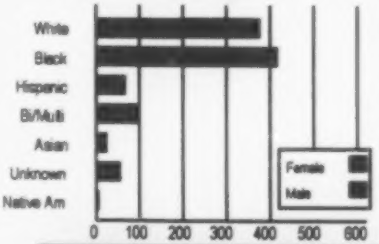
					Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
10	96	156	Not Met		22%	35%	29%	14%	0%
10	97	164	Met		46%	34%	17%	3%	1%
10	98	157	Not Met		27%	47%	18%	7%	1%

Mannheim,
Germany

Department of Defense Education Activity
Mannheim Elementary School (PK-5)
1997/98 School Profile
Ardelle S. Hamilton, Principal

School Characteristics

Student Enrollment - 988



Grade	
PreK	26
K	176
1	182
2	179
3	145
4	151
5	129
Total	988

Sponsor Affiliation	
Marine	<.5%
Army	93%
Navy	<.5%
Air Force	3%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	5%
Non-US Civilians	<.5%

Special Programs

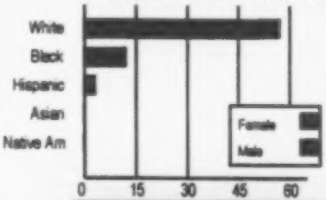
Grade Offered	Program		
PK-12	Special Education	119	12%
K-8	TAG	N/A	N/A
K-12	ESL	16	2%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	2
1-3	1
4-6	1
7-10	8
> 10	42

Mobility Rate
38% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	3
Classroom Teachers	45
Special Education	9
Other Professionals	14

Teacher Education

Degree	Teacher
BA/BS	24 %
MA/MS	74 %
Doctorate	3 %

Principal's Highlights

Mannheim Elementary School, located in Benjamin Franklin Village is one of DoDEA's larger elementary schools. There are 44 classroom teachers, 30 specialists, 6 kindergarten teachers and other support personnel.

The school has placed a strong emphasis on technology, science, math, and the home-school partnership. Mannheim elementary has three computer labs, a home page, reading recovery, special education inclusion, a primary center with cross teaching in grades 1,2, and 3 and German and Spanish Immersion programs for grades 1,2, and 3. Our school supports an array of diverse programs including Sure Start, preschool handicapped, learning disabled, physically disabled, English as a second language, and general education programs.

Teachers are intent on seeing that students obtain the knowledge needed for a changing world dominated by technology. This has been done by many school wide projects, after school workshops, daily math drills, and hands on science projects. MES strives to develop each child's full potential in a multi-cultural, multi-faceted society.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

We are implementing Literacy Place. So far this year four inservices have been offered to improve implementation. One inservice was a full day workshop on Literacy Place and the motivational framework from culturally responsive teaching.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

The math committee has investigated procedures to adopt supplemental math program. We investigated ways to align the style of the presentation of math problems to the Terra Nova.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Our leadership council incorporates grade level chair and benchmark chairs in order for us to better organize and get input from all stakeholders.

Benchmark 10.8: Establish Technology for teachers and administrators

We now have three computer labs, one with internet functioning. All teachers have been offered training and have access to the labs.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	3.6	4.0	3.9
Co-Supporters	3.4	3.6	3.5
Co-Learners	2.4	3.2	3.1
Co-Teachers	3.6	3.6	3.5
Co-Advisors	2.8	3.2	3.3
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

Goal 8: Parental Participation

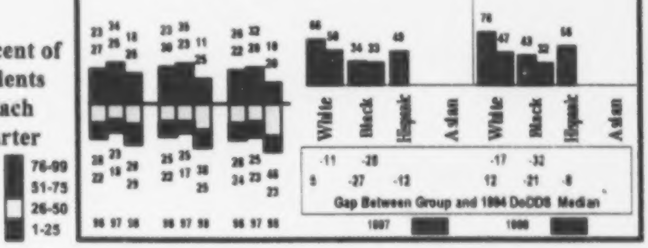
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

Parents have been enlisted as members to all of our benchmark committees.

Grade 3

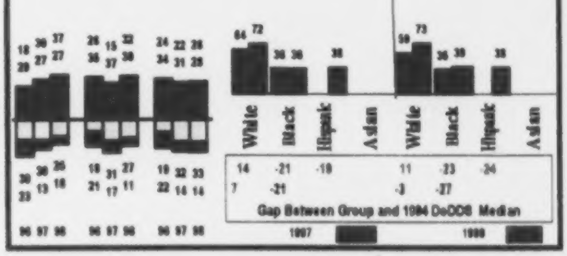
1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	44.8	45.3	41.1	42	42
District	58.7	58.9	51.0	55.3	58.7
DoDDS	57.1	61.4	50.5	57.2	53.4
Nation	50	50	50	50	50
# Students	123	123	125	125	125

Percent of Students in Each Quarter



Grade 4

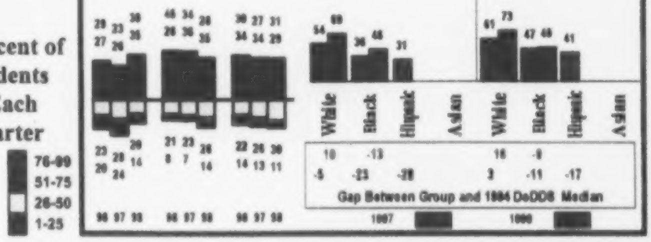
1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	67.5	60.3	53.6	51	52
District	68.2	66.1	65.1	63.1	65.4
DoDDS	65.1	62.8	63.6	61	61.2
Nation	50	50	50	50	50
# Students	134	134	133	134	133



Grade 5

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	62	54.7	61	51	54
District	74.1	67.4	71.4	65.5	66.9
DoDDS	67.5	63.4	66.1	61	63.2
Nation	50	50	50	50	50
# Students	113	113	112	113	113

Percent of Students in Each Quarter



SAT Results		School	District	DoDDS	Nation
% Participating	97	NA	70%	63%	41%
	98	NA	73%	62%	43%
Math Avg Score	97	NA	513	505	511
	98	NA	505	505	512
Verbal Avg Score	97	NA	534	515	505
	98	NA	522	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Mannheim ES
UNIT 29938
APO AE 09086

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DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	128	Met	25%	55%	20%	1%	0%
5	97	151	Met	24%	68%	5%	3%	0%
5	98	116	Met	14%	79%	7%	0%	0%

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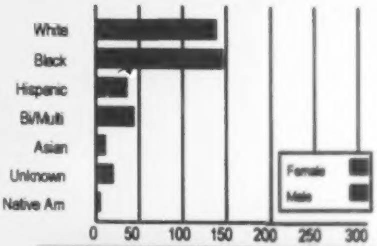
Mannheim, Germany

Department of Defense Education Activity
Mannheim Middle School (6-8)
1997/98 School Profile
Catherine Boyer, Principal

School Characteristics

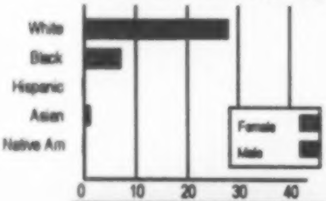
Student Enrollment - 394



Grade	
6	148
7	130
8	116
Total	394

Sponsor Affiliation	
Marine	<.5%
Army	86%
Navy	<.5%
Air Force	4%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	10%
Non-US Civilians	<.5%

Professional Staffing



Special Programs			
Grade Offered	Program		
PK-12	Special Education	36	9%
K-8	TAG	N/A	N/A
K-12	ESL	2	1%
1	Reading Recovery	N/A	N/A
7-12	AVID	19	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Years	Teachers
New	0
1-3	0
4-6	0
7-10	1
> 10	30

Mobility Rate
36% Per Year

School Staff	
Category	FTE
Administrators	2
Classroom Teachers	26
Special Education	3
Other Professionals	3

Teacher Education	
Degree	Teachers
BA/BS	36 %
MA/MS	61 %
Doctorate	3 %

Principal's Highlights

Our focus for school improvement is success for all students in the areas of academic, physical, social, and emotionals development. Students are enrolled in five core courses, one of which is reading. Physical education is a required part of the curriculum. A military mentoring program offered assistance to 35 students this school year. Mentors provide tutoring, role-modeling, guidance, and friendship to our students. The Homework Club affords students extra assistance and support after school.

Parents are integrally involved. A committee of parents conducted the Renaissance student recognition program. Student achievement, appropriate conduct, improvement, and athletic accomplishments were recognized at quarterly assemblies featuring VIP's from the community as guest speakers and entertainers. During National Middle Level Education Week, Student Council members placed phone calls to all 375 parents to invite them to come to school. Seventy-five parents attended.

All staff members were trained by the Cultural Diversity Team. The SIP was restructured to reflect themes that surfaced during training. Emphasis is placed on assisting students for success.

DoDEA Strategic Plan: School Improvement Implementation School Year 97/98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Proficiency in Reading and Language Arts is enhanced through students' participation in Story Telling, Young Authors, and the Accelerated Reader Program. All students are in reading classes augmented by DEAR during advisory. The social studies program is enriched by ethnic lunches and pageants, the Geography Bee, and study trips within the German community.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Students continue to benefit from the Homework Club and AVID strategies taught and used in most subject areas. Enrollment in Algebra reflects the student population. Participation in Science Club and the Science Fair has increased this year. The faculty has received Cultural Diversity Training and is implementing strategies for students from diverse populations.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

The Cultural Diversity Team, consisting of parents and community members along with educators, has received 18 days of training in cultural awareness. As a result of this training the infrastructure of the SIP committees has been reconfigured to be Student Support, Student Success, Professional Development, Sense of Family, and Parent Communication.

Benchmark 10.8: Establish Technology for teachers and administrators

With the connection to the Internet established, the school's home page can be continually updated. Upcoming events are announced on AFN radio and TV and published weekly in the community newspaper, the Herald Post. An Administrative and an Educational Technologist assigned to the school complex are providing support to the staff.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.5	4.0	3.9
Co-Supporters	2.9	3.6	3.5
Co-Learners	2.8	3.2	3.1
Co-Teachers	3.4	3.6	3.5
Co-Advisors	2.6	3.2	3.3

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

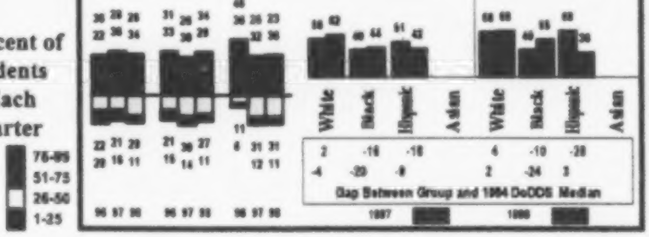
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Available in the Parent Resource Room are pamphlets, books and videos on adolescent development, study skills, and the curriculum. Parents observe classes under the Open Door Policy. During Conference Day parents made comments on their experiences on a "Community Friendship Tree." Parents attend monthly AVID meetings and evening student-parent art sessions.

Grade 6

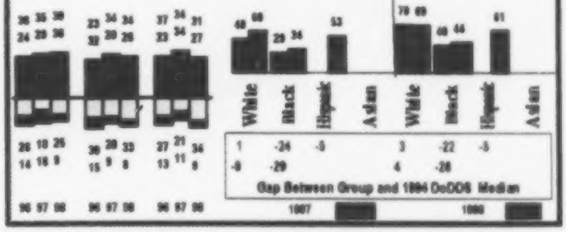
1998 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	57.2	63	59.6	51.2	57.8
District	65.9	69.3	70.7	64.0	69.0
DoDDS	62.7	65.2	64.7	62	64.9
Nation	50	50	50	50	50
# Students	133	133	131	133	132

Percent of Students in Each Quarter



Grade 7

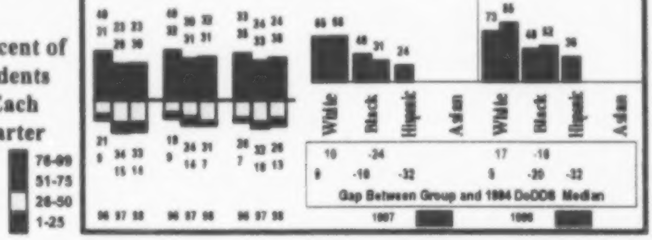
1998 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	63.2	58	54.6	46.5	55.6
District	73.2	69.9	67.5	62.4	66.2
DoDDS	68.6	64.6	65.9	59.9	64.9
Nation	50	50	50	50	50
# Students	106	106	105	106	104



Grade 8

1998 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	53.3	59	60.8	47.5	72.5
District	63.9	70.1	69.5	68.4	70.7
DoDDS	59.8	64.3	62.7	61.3	60.7
Nation	50	50	50	50	50
# Students	108	108	106	108	104

Percent of Students in Each Quarter



SAT Results		School	District	DoDDS	Nation
% Participating	97	NA	70%	63%	41%
	98	NA	73%	62%	43%
Math Avg Score	97	NA	513	505	511
	98	NA	505	505	512
Verbal Avg Score	97	NA	534	515	505
	98	NA	522	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

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DoDEA Writing Assessment

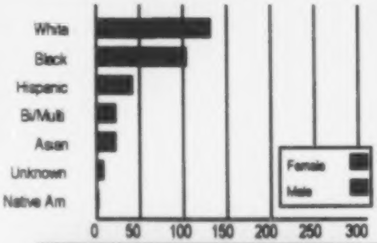
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	96	119	Not Met	19%	40%	33%	6%	3%
8	97	109	Not Met	26%	47%	19%	6%	3%
8	98	93	Not Met	23%	50%	25%	2%	1%

Mannheim,
Germany

Department of Defense Education Activity
Mannheim High School (9-12)
1997/98 School Profile
Ken Goldstein, Principal

School Characteristics

Student Enrollment - 327



Grade	
9	118
10	86
11	86
12	37
Total	327

Sponsor Affiliation	
Marine	<.5%
Army	79%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	20%
Non-US Civilians	<.5%

Special Programs

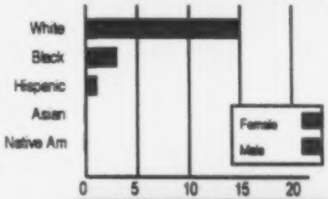
Grade Offered	Program		
PK-12	Special Education	18	6%
K-8	TAG	N/A	N/A
K-12	ESL	2	1%
1	Reading Recovery	N/A	N/A
7-12	AVID	51	▨
AP Courses Offered		8	▨
Students Taking AP Courses		42	34%

Teacher Experience

Years	Teachers
New	0
1-3	0
4-6	0
7-10	8
> 10	21

Mobility Rate
24% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	2
Classroom Teachers	27
Special Education	3.5
Other Professionals	4

Teacher Education

Degree	Teachers
BA/BS	26 %
MA/MS	71 %
Doctorate	3 %

Principal's Highlights

Mannheim is a culturally and ethnically diverse high school, located in Mannheim, Germany. Sixty two percent of our student population represent minorities. The curriculum is challenging and offers a variety of college and vocational preparatory courses. We offer three second language programs, German, French, and Spanish , which service 56% of the student population. The small school atmosphere affords more students the opportunity to be involved in student government and extra curriculars.

Our strong Advancement Via Individual Determination (AVID) program is in its fifth year. The Band and Athletes Booster Clubs have been instrumental in increasing parental involvement in our school. We are a pilot school for Culturally Responsive Teaching and developing a Diversity Support Team.

There has been a direct increase in skills matching Benchmarks and we have emphasized the development of writing and research skills, increased use of technology by both teachers and students, and focused on enhancing student achievement with many different programs.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Daily writing is used in all classes. More than 90% of students use word processing for major assignments. Essays and essay tests are emphasized. Writing committee is meeting regularly. Students are encouraged to write for contests and DoDEA sponsored activities.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Block scheduling was continued and seminar activities broadened. Emphasis is placed on using varying teaching techniques, AVID,9th grade initiative and student-teacher cooperative mentoring programs were continued. Standardized testing scores improved at each level.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

School Leadership Team has increased responsibilities. Communication with DSO office continues on all levels. AACTA (Adult Advisory Council for Teen Activities) is sponsoring and coordinating mentoring program, college and career night, and Follow-the-Leader Program.

Benchmark 10.8: Establish Technology for teachers and administrators

All teachers participated in 1-2 days in-service on technology. Faculty are involved in summer and after school technology training. All classrooms are connected to the LAN. The Technology committee continues to monitor equipment and training needs and plan future projects.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	3.9	4.0	3.9
Co-Supporters	3.5	3.6	3.5
Co-Learners	3.5	3.2	3.1
Co-Teachers	3.3	3.6	3.5
Co-Advisors	3.3	3.2	3.3
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

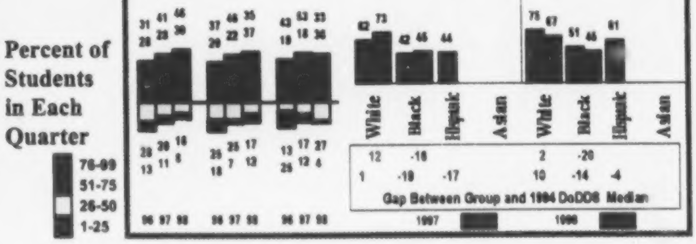
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

69% of parents rated school as excellent in communication with parents and 79% rated it as excellent (Score 5 on 5 point scale) in providing meaningful course work and preparation for graduation. The Student Leadership team implemented several successful after-school parent involvement activities.

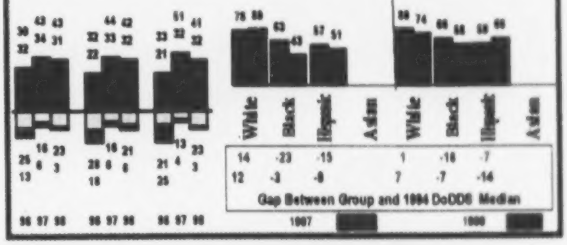
Grade 9

1998 Median Percentiles for:	**Benchmark 3.1**			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
School	73	65	66	62	56.3
District	74.6	71.9	72.5	68.6	66.8
DoDDS	70.8	68.4	68.8	64.9	62.9
Nation	50	50	50	50	50
# Students	95	95	95	95	95



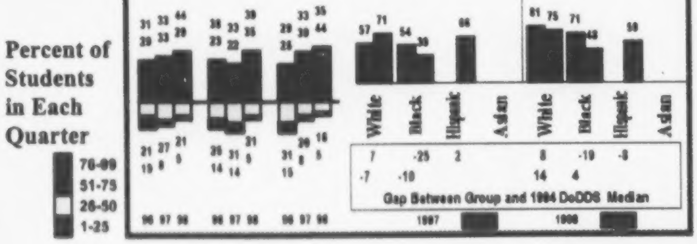
Grade 10

1998 Median Percentiles for:	**Benchmark 3.1**			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
School	69.5	70.8	69.3	63.2	65
District	72.0	71.2	72.4	70.0	70.8
DoDDS	70.1	70.5	70.7	68.7	67
Nation	50	50	50	50	50
# Students	88	88	87	89	89



Grade 11

1998 Median Percentiles for:	**Benchmark 3.1**			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
School	70.3	68	67	64	64
District	76.5	76.0	75.9	74.5	72.3
DoDDS	69.9	69	69	65.4	66.5
Nation	50	50	50	50	50
# Students	75	75	75	75	74



SAT Results		School	District	DoDDS	Nation
% Participating	97	58%	70%	63%	41%
	98	59%	73%	62%	43%
Math Avg Score	97	476	513	505	511
	98	487	505	505	512
Verbal Avg Score	97	486	534	515	505
	98	506	522	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

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APO AE 09086

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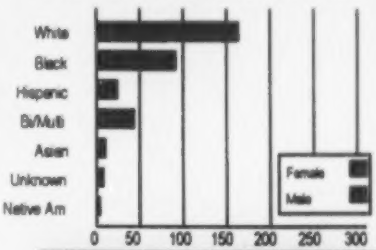
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
10	96	51	Not Met	10%	45%	35%	10%	0%
10	97	94	Not Met	26%	39%	17%	16%	2%
10	98	87	Not Met	28%	45%	13%	6%	9%

Heidelberg,
Germany

Department of Defense Education Activity
Mark Twain Elementary School (PK-5)
1997/98 School Profile
Charles Ragland, Principal

School Characteristics

Student Enrollment - 340



Grade	
PreK	1
K	60
1	60
2	54
3	61
4	51
5	53
Total	340

Sponsor Affiliation	
Marine	<.5%
Army	86%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	14%
Non-US Civilians	<.5%

Special Programs

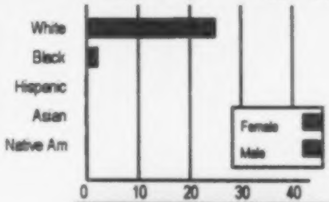
Grade Offered	Program		
PK-12	Special Education	29	9%
K-8	TAG	N/A	N/A
K-12	ESL	6	2%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	0
4-6	2
7-10	4
> 10	14

Mobility Rate
27% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	1
Classroom Teachers	15.5
Special Education	2
Other Professionals	7

Teacher Education

Degree	Teachers
BA/BS	22 %
MA/MS	74 %
Doctorate	4 %

Principal's Highlights

Mark Twain Elementary School is a small, friendly school located in a close knit community in the picturesque city of Heidelberg. Parents and staff are actively involved in community and school activities such as PTA, choirs, theater, church and scouts.

The staff at Mark Twain strives to develop children to their full potential, in an environment of acceptance, trust and respect. Emphasis is placed on teaching and practicing the writing process and utilizing technology.

Our predominate belief is that it takes parents, students and school staff working together to produce good citizens. Therefore, we have many parent volunteers in the school on a daily basis. They are essential in staffing the media center and computer lab. The Mentor Program involves twenty-seven military members from the HMEDAAC, as well as several staff members and parents tutoring over thirty high risk students in various academic areas. The counselor facilitated a weekly parent group with a counselor from ACS to help parents deal better with the stress of parenting.

Plans for next year include focusing on increasing student interest and achievement in math and science and integrating technology into the curriculum.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97/98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Emphasis will continue to be on the use of rubrics to holistically score writing samples each semester and the use of technology in the Media Center, Computer Lab, and classrooms to enhance the writing process. The Literacy Place reading program was successfully piloted in all grades this school year and will be implemented next year. Videos describing cultures will be utilized.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

There continues to be school wide interest in the Science Expo, math Problem of the Week , and the Star Lab demonstration. Mentors helped students successfully learn specific math and science concepts and assignments. Our plans for next year include a science/math week in October with demonstrations by outside experts culminating in weekly experiments.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Student achievements as well as school and community activities are published monthly in a school newsletter. Additionally, PTA publishes a newsletter and 98% of the classroom teachers send home a weekly newsletter. A School/Home Partnership bulletin board in the front hall was utilized to highlight curriculum areas and show student activities.

Benchmark 10.8: Establish Technology for teachers and administrators

All staff members have cc mail access in the media center or admin office and use cc mail as a communication tool. Twenty-five stations were installed in the new computer lab. All staff members have been trained in the use of the internet as well as various soft ware programs that are being utilized to integrate technology into the curriculum. Classes use the lab and media center.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.9	4.0	3.9
Co-Supporters	3.6	3.6	3.5
Co-Learners	2.8	3.2	3.1
Co-Teachers	3.3	3.6	3.5
Co-Advisors	2.9	3.2	3.3

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

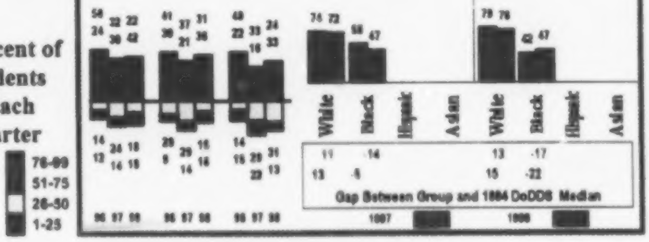
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Volunteers serve at school daily in the classrooms, media center and computer lab. The computer lab is staffed daily by trained, committed parent volunteers. The Mentor Program continues to be beneficial to the 30 3-5th grade mentees involved. PTA is extremely supportive of school programs and have initiated some of their own such as the Earth Day enviromental activities for all students.

Grade 3

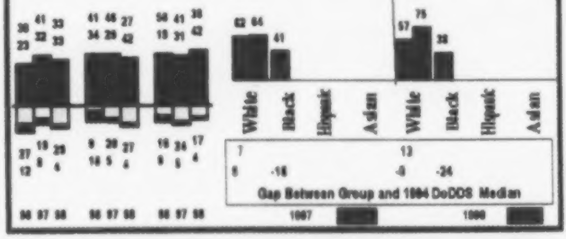
	Benchmark 3.1			Benchmark 4.2	
1998 Median Percentiles for:	Read	Lang	Soc Stdy	Math	Science
School	60	65.8	54.4	58	68.3
District	58.7	58.9	51.0	55.3	58.7
DoDDS	57.1	61.4	50.5	57.2	53.4
Nation	50	50	50	50	50
# Students	55	55	55	55	55

Percent of Students in Each Quarter



Grade 4

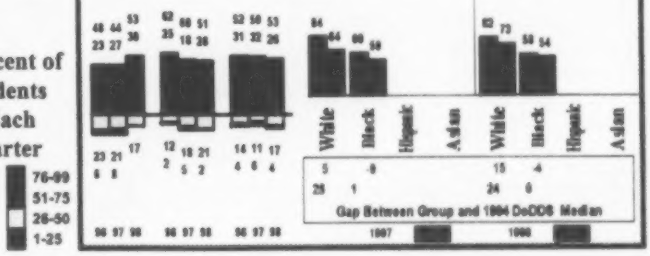
	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
	65	62.5	67.5	60.7	68.5
	68.2	66.1	65.1	63.1	65.4
	65.1	62.8	63.6	61	61.2
	50	50	50	50	50
	48	48	48	48	48



Grade 5

	Benchmark 3.1			Benchmark 4.2	
1998 Median Percentiles for:	Read	Lang	Soc Stdy	Math	Science
School	77	77	76.7	59.5	69
District	74.1	67.4	71.4	65.5	66.9
DoDDS	67.5	63.4	66.1	61	63.2
Nation	50	50	50	50	50
# Students	53	53	53	53	53

Percent of Students in Each Quarter



SAT Results		School	District	DoDDS	Nation
% Participating	97	NA	70%	63%	41%
	98	NA	73%	62%	43%
Math Avg Score	97	NA	513	505	511
	98	NA	505	505	512
Verbal Avg Score	97	NA	534	515	505
	98	NA	522	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

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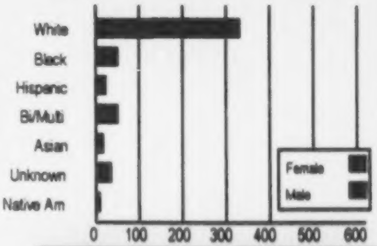
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	51	Met	67%	29%	4%	0%	0%
5	97	59	Met	42%	54%	2%	0%	2%
5	98	52	Met	[illegible]	67%	2%	0%	0%

Stuttgart, Germany

Department of Defense Education Activity
Patch Elementary School (PK-6)
1997/98 School Profile
Carol M. Ackermann, Principal

School Characteristics

Student Enrollment - 506



Grade	
PreK	20
K	61
1	85
2	72
3	68
4	67
5	78
6	55
Total	506

Sponsor Affiliation	
Marine	5%
Army	51%
Navy	9%
Air Force	27%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	7%
Non-US Civilians	<.5%

Special Programs

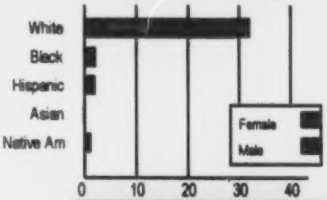
Grade Offered	Program		
PK-12	Special Education	75	15%
K-8	TAG	N/A	N/A
K-12	ESL	N/A	N/A
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	0
4-6	1
7-10	4
> 10	27

Mobility Rate
32% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	2
Classroom Teachers	20
Special Education	5
Other Professionals	10

Teacher Education

Degree	Teachers
BA/BS	38 %
MA/MS	62 %
Doctorate	0 %

Principal's Highlights

Patch Elemenatary School (PES) is one of DoDEA's most technologically up-to-date schools. Located in Stuttgart, Germany, Patch is home of HQ, U S European command, the senior American military command in Europe. PES is a 1979 building with 27 classrooms including two computer centers, a media center and classes for music, instrumental music, physical education, host nation and art. Students produce their own weekly closed circuit television broadcast to the school. PES has a high impact SAC and PTA to support our goals.

PES supports an array of diverse programs including preschool handicapped, learning disabled, physically disabled, English as a second language, two classes of partial german immersion, and general education programs. In addition to core subjects, PES students are taught "how" to learn in order to succeed in a rapidly changing technological age. The school teaches all subjects including science and technology. Technology serves as a medium for learning. State-of-the-art hardware and software are the "launching pads" for the instructional program.

The PES program strives to develop each child to his/her full potential, in an atmosphere that fosters acceptance, respect, and trust. The PES staff believes that all children can learn and achieve success.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97/98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

The teaching staff at Patch ES uses a wide range of educational resources and strategies to teach reading, language, and social studies. Thematic Units, cooperative learning, and writing across the curriculum are strategies that are emphasized to support the curriculum.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Teachers identified students-at-risk by using current evaluation data available, such as CTBS scores from last year and Terra Nova scores for this year. Various strategies were developed by teachers to improve the achievement of these students: The progress of the students identified as at-risk is being assisted by adults from the community in our new mentoring program.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Our monthly schoolwide newsletter, The Stallion, is used as the core communication link between school and home. This publication contains important school information as well as student work. We also have a monthly PTA publication and we distribute the Youth Services newsletter. Parent conferences were held twice this school year.

Benchmark 10.8: Establish Technology for teachers and administrators

Our goal is to have maximum use of our Windows and Apple Labs. Keyboarding followed by word processing is taught in grades two through six. All classrooms use calculators and have at least two stand alone computers and a computer for the teacher. Staff development consisted of a day of technical training as well as courses for credit offered in our Windows Lab.

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Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	3.8	4.0	3.9
Co-Supporters	2.8	3.6	3.5
Co-Learners	2.4	3.2	3.1
Co-Teachers	3.3	3.6	3.5
Co-Advisors	2.5	3.2	3.3

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

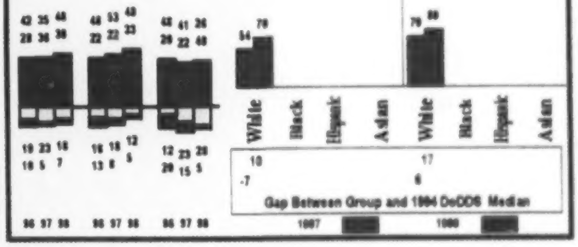
Parents and teachers actively work together through our Parent Teacher Association. PTA has sponsored school wide trips that support our curriculum: such as trips to the planetarium and the symphony. They have acted as mentors in the school to support academic achievement. Volunteers have taught mini cultural lessons and have sponsored Odyssey of the Mind.

Grade 3

1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	71.3	75	58	66	76.3
District	58.7	58.9	51.0	55.3	58.7
DoDDS	57.1	61.4	50.5	57.2	53.4
Nation	50	50	50	50	50
# Students	57	57	57	57	57

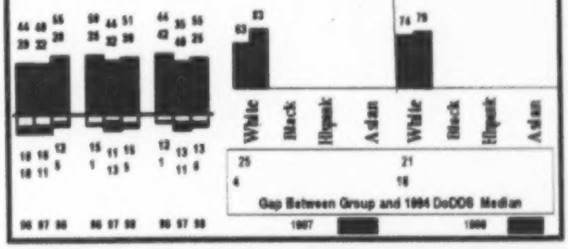
Percent of Students in Each Quarter

- 76-99
- 51-75
- 26-50
- 1-25



Grade 5

1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	79	76	76.8	76.3	72
District	74.1	67.4	71.4	65.5	66.9
DoDDS	67.5	63.4	66.1	61	63.2
Nation	50	50	50	50	50
# Students	67	67	67	67	67

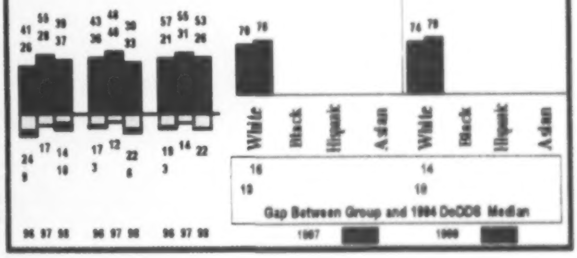


Grade 6

1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	69	69.8	76.3	72.3	75
District	65.9	69.3	70.7	64.0	69.0
DoDDS	62.7	65.2	64.7	62	64.9
Nation	50	50	50	50	50
# Students	51	51	51	51	51

Percent of Students in Each Quarter

- 76-99
- 51-75
- 26-50
- 1-25



SAT Results					
		School	District	DoDDS	Nation
% Participating	97	NA	70%	63%	41%
	98	NA	73%	62%	43%
Math Avg Score	97	NA	513	505	511
	98	NA	505	505	512
Verbal Avg Score	97	NA	534	515	505
	98	NA	522	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

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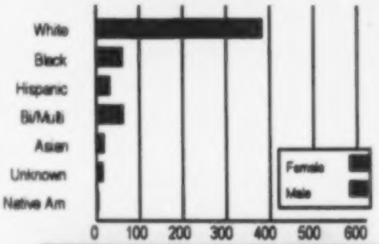
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	72	Met	21%	64%	14%	1%	0%
5	97	58	Met	26%	64%	9%	2%	0%
5	98	70	Met	31%	66%	3%	0%	0%

Stuttgart,
Germany

Department of Defense Education Activity
Patch High School (7-12)
1997/98 School Profile
Ira J. Scheier, Principal

School Characteristics

Student Enrollment - 562



Grade	
7	115
8	104
9	108
10	98
11	85
12	52
Total	562

Sponsor Affiliation	
Marine	7%
Army	38%
Navy	8%
Air Force	25%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	20%
Non-US Civilians	<.5%

Special Programs

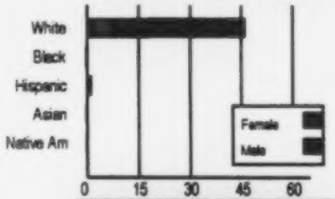
Grade Offered	Program		
PK-12	Special Education	28	5%
K-8	TAG	N/A	N/A
K-12	ESL	1	<.5%
1	Reading Recovery	N/A	N/A
7-12	AVID	28	▨
AP Courses Offered		6	▨
Students Taking AP Courses		47	34%

Teacher Experience

Years	Teachers
New	0
1-3	1
4-6	0
7-10	0
> 10	47

Mobility Rate
17% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	2
Classroom Teachers	38.5
Special Education	1
Other Professionals	4.5

Teacher Education

Degree	Teachers
BA/BS	26 %
MA/MS	74 %
Doctorate	0 %

Principal's Highlights

Alexander M. Patch American High School, located in Stuttgart, Germany enrolls 553 students in grades 7 through 12. PAHS is recognized as a leader in the use of technology. The school received the 1995 Federal Technology Leadership Award for its world wide web page site. PAHS' Video Yearbook is created by students in the TV Production classes. Indeed our "camera persons" are on frequent call for videotaping base functions. Students benefit from the special attention offered by prodding teachers, tutors, and coordinators in AVID. Patch was certified as an AVID school with distinction.

Parents and community members are an integral part of our successful Volunteer Program. Our PTSA plays an active role in school activities and is well represented on various school committees.

We are in the second year of the Block 8 Schedule. It has received continued support from students, faculty, and community members. Many of our school curricular and co-curricular activities are supported by parent booster clubs. Indeed, our music program and CWE program could not exist without this support.

We are pleased with our student success rate in rigorous classes, and the high number of AP students enrolled.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97/98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Standards continually guide teachers in the planning of lessons. Teachers have been encouraged to implement writing across the curriculum to strengthen language (writing) skills. Student use of word processing is allowing students to incorporate technology in their writing skills.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Our school's AVID program, now in its third year, has been certified with distinction. Students who have increase GPA by 1.0 have received recognition. Seven and a half hours every two weeks is reserved, in seminar, for students to receive individual help in all subjects. A study skills group was initiated. The Math Tutoring Program actively assisted 16% of the student body.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

A parent newsletter is distributed monthly. During first and third quarters parents pick up report cards, allowing for immediate contact with teachers. Mid-quarter reports for all students are encouraged. Many teachers inform students of their academic progress weekly or biweekly. Close contact is maintained throughout the school year via telephone, cc:mail and email.

Benchmark 10.8: Establish Technology for teachers and administrators

Our computer and TV Production classes continue to provide exposure to electronic and technological advances. Every classroom has been provided with cc:mail capabilities. Teachers received additional Integrade training during the year to make the processing of grades efficient and reduce the use of paper. A workshop emphasized work on the InterNet, cc:mail, and Integrade.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	**3.4**	**4.0**	**3.9**
Co-Supporters	**2.8**	**3.6**	**3.5**
Co-Learners	**2.5**	**3.2**	**3.1**
Co-Teachers	**3.0**	**3.6**	**3.5**
Co-Advisors	**2.7**	**3.2**	**3.3**
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

Goal 8: Parental Participation

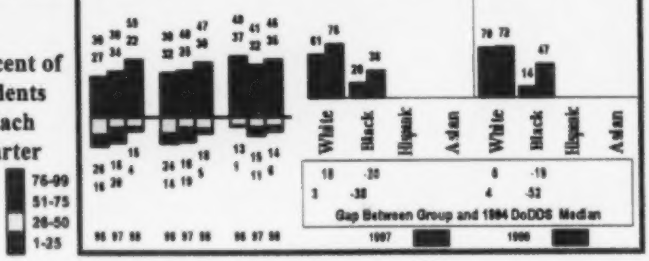
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Patch High School has an active volunteer program with parents giving time by tutoring, giving presentation, helping plan and chaperone study trips. Home-school partnership is active in SAC , SILT, and PTO. A career seminar of two days was organized by the Band Boosters. Parents and community members were invited into the school to share their expertise on various careers and jobs.

Grade 7

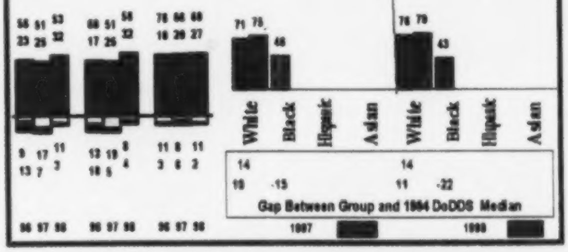
1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	80.4	72.7	69	69	71
District	73.2	69.9	67.5	62.4	66.2
DoDDS	68.6	64.6	65.9	59.9	64.9
Nation	50	50	50	50	50
# Students	121	121	121	121	121

Percent of Students in Each Quarter



Grade 9

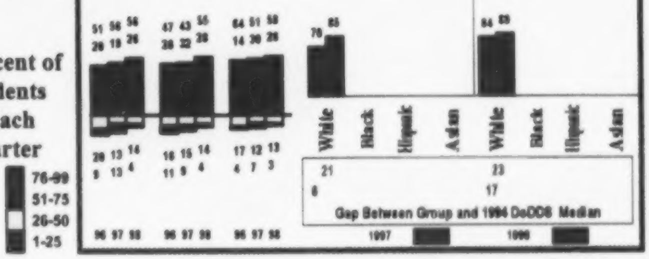
	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	77.3	78.5	79.2	71.9	77.6
District	74.6	71.9	72.5	68.6	66.8
DoDDS	70.8	68.4	68.8	64.9	62.9
Nation	50	50	50	50	50
# Students	105	105	105	105	105



Grade 11

1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	82.7	78.8	79.7	78	84.2
District	76.5	76.0	75.9	74.5	72.3
DoDDS	69.9	69	69	65.4	66.5
Nation	50	50	50	50	50
# Students	80	80	77	80	78

Percent of Students in Each Quarter



SAT Results		School	District	DoDDS	Nation
% Participating	97	67%	70%	63%	41%
	98	77%	73%	62%	43%
Math Avg Score	97	538	513	505	511
	98	526	505	505	512
Verbal Avg Score	97	552	534	515	505
	98	543	522	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

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DoDEA Writing Assessment

				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	96	107	Not Met	15%	32%	37%	13%	0%
8	97	117	Not Met	30%	38%	15%	3%	14%
8	98	97	Met	34%	45%	19%	2%	0%
10	96	69	Met	35%	44%	20%	1%	0%
10	97	95	Met	59%	32%	5%	2%	2%
10	98	74	Met	49%	38%	11%	3%	0%

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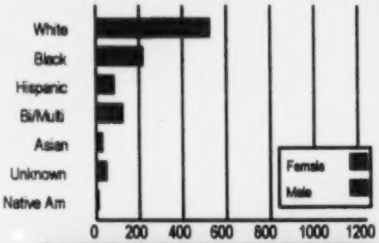
Heidelberg, Germany

Department of Defense Education Activity
Patrick Henry Elementary School (PK-5)
1997/98 School Profile
Gayle Vaughn-Wiles, Principal

School Characteristics

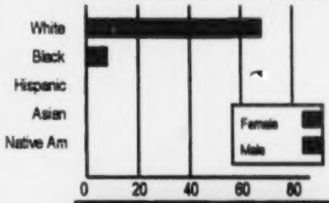
Student Enrollment - 1,014



Grade	
PreK	32
K	134
1	161
2	169
3	180
4	178
5	160
Total	1014

Sponsor Affiliation	
Marine	<.5%
Army	78%
Navy	<.5%
Air Force	2%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	19%
Non-US Civilians	<.5%

Professional Staffing



School Staff	
Category	FTE
Administrators	3
Classroom Teachers	44.5
Special Education	9
Other Professionals	14

Special Programs			
Grades Offered	Program		
PK-12	Special Education	116	11%
K-8	TAG	135	13%
K-12	ESL	23	2%
1	Reading Recovery	31	19%
7-12	AVID	N/A	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Years	Teachers
New	2
1-3	1
4-6	3
7-10	6
> 10	63

Mobility Rate
34% Per Year

Teacher Education	
Degree	Teachers
BA/BS	15 %
MA/MS	84 %
Doctorate	1 %

Principal's Highlights

Patrick Henry Elementary School is located in Heidelberg, Germany. The school, with an enrollment of approximately 1100 students, is one of the largest schools in DoDEA. The main building is two stories with an attached multipurpose room and one-story media center. There are three portables which house the British School. There is an additional one story building which houses the District Office personnel.

Patrick Henry ES is dedicated to educating children for the 21st century. All classrooms use computer technology as an integral tool for learning. Patrick Henry ES has a 30 station IBM lab in addition to an Apple lab.

Patrick Henry ES attempts to meet the diverse needs of its students through special programs such as counseling and psychology services, TAG, EI, LI, pre-school handicapped, and an on-site OT/PT program provided by the EDIS.

PHES is further dedicated to providing its students with a well balanced curriculum, in an environment conducive to learning, through varied instructional strategies in order that each student will achieve academic competence with a positive self-concept.

It is our goal to ensure a quality education with equity for all students.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97/98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Teachers use Daily Oral Language. Teachers attended grade level Lang. Arts workshops in preparation for 1998/99 implementation. Trained Lang. Arts lead teachers assisted with implementation of new program. PHES recognizes good citizenship and achievement quarterly. STAT (student teacher assistance team) continued with regularly scheduled meetings and school-wide presentations.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

Teachers submitted and implemented individual plans for "closing the gap." Teachers are using problem solving strategies throughout the curriculum. PHES sponsored hands-on math and science nights that included parental participation. Teachers shared math/science activities that have been used with success. District science coordinator taught sample lessons with staff.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

E-mail is available to all staff members. A monthly newsletter is sent home and student works are displayed in showcases in the school's main entrance and in the corridors. Students decorated the Burger King restaurant and participated in a number of community sponsored poster/drawing contests. A "school happenings" calendar is displayed and updated monthly.

Benchmark 10.8: Establish Technology for teachers and administrators

All teachers participated this year in a computer training session. In-service training was provided in the following areas: PowerPoint, Word, Excel, Logo, Keyboarding and SEDDCOMM. The media center has been LANed, and the remainder of the school is to be LANed in the near future. Computer generated forms continue to be used.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	4.6	4.0	3.9
Co-Supporters	4.3	3.6	3.5
Co-Learners	4.0	3.2	3.1
Co-Teachers	4.5	3.6	3.5
Co-Advisors	4.0	3.2	3.3

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

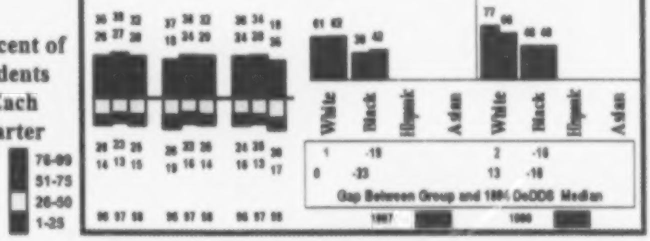
Parents remain actively involved in SILT, SAC, PTA, multi-cultural read-a-louds, math/science nights, in-services, and volunteering in the school. School Home Partnership team was formed and trained. Parents served as co-teachers for "Artists in Residence" program, implemented a mentoring program for at risk students and participated in Heidelberg Partnership for Youth program.

Grade 3

1998 Median Percentiles for:

	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	62.2	62	51.9	50	58
District	58.7	58.9	51.0	55.3	58.7
DoDDS	57.1	61.4	50.5	57.2	53.4
Nation	50	50	50	50	50
# Students	173	173	172	173	173

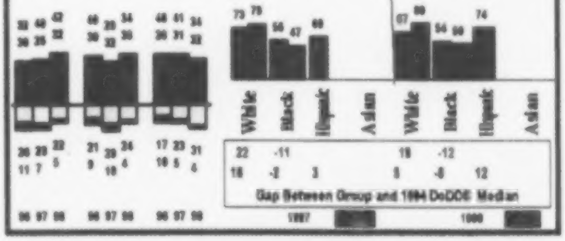
Percent of Students in Each Quarter



Grade 4

1998 Median Percentiles for:

	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	69.8	65.7	62.3	64.3	65.9
District	68.2	66.1	65.1	63.1	65.4
DoDDS	65.1	62.8	63.6	61	61.2
Nation	50	50	50	50	50
# Students	166	166	167	166	166

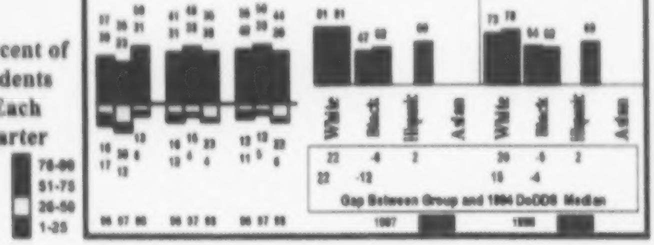


Grade 5

1998 Median Percentiles for:

	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	75.8	67.2	71	71.8	67.8
District	74.1	67.4	71.4	65.5	66.9
DoDDS	67.5	63.4	66.1	61	63.2
Nation	50	50	50	50	50
# Students	143	143	143	143	143

Percent of Students in Each Quarter



SAT Results		School	District	DoDDS	Nation
% Participating	97	NA	70%	63%	41%
	98	NA	73%	62%	43%
Math Avg Score	97	NA	513	505	511
	98	NA	505	505	512
Verbal Avg Score	97	NA	534	515	505
	98	NA	522	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Patrick Henry ES
UNIT 29237
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DSN Phone: 370-7454/8430
Fax Number: 49-6221-765491
Commercial Phone:
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DoDEA Writing Assessment

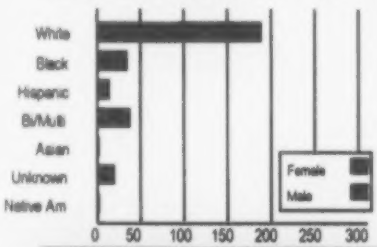
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	148	Met	24%	61%	11%	3%	0%
5	97	174	Met	36%	50%	8%	5%	1%
5	98	149	Met	21%	75%	3%	1%	0%

Stuttgart, Germany

Department of Defense Education Activity
Robinson Barracks Elementary School (K-6)
1997/98 School Profile
Susan R. Pleiss, Principal

School Characteristics

Student Enrollment - 292



Special Programs			
Grades Offered	Program		
PK-12	Special Education	34	12%
K-8	TAG	70	24%
K-12	ESL	N/A	N/A
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

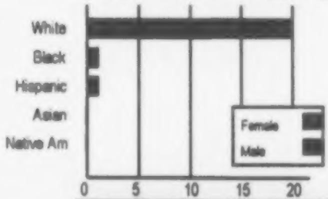
Grade	
K	36
1	41
2	42
3	43
4	47
5	34
6	45
Total	292

Sponsor Affiliation	
Marine	3%
Army	57%
Navy	9%
Air Force	26%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	5%
Non-US Civilians	<.5%

Teacher Experience	
Year	Teachers
New	0
1-3	0
4-6	0
7-10	0
> 10	21

Mobility Rate
36% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	1
Classroom Teachers	13
Special Education	1.5
Other Professionals	5.5

Teacher Education	
Degree	Teachers
BA/BS	36 %
MA/MS	59 %
Doctorate	5 %

Principal's Highlights

Robinson Barracks Elementary School is located in Stuttgart, Germany. The neighborhood environment and the modern facility with an exceptional staff provide a nurturing environment for children. A strong school/home partnership with added community support helps us achieve ongoing academic success.

Implementation of an after-school mentoring tutorial program has increased our students' ability to complete homework, develop good study habits, and use technology.

In addition to the mentoring program, another after-school program, PLUS (Personal Learning Understanding of Self) provides over 25% of our students the opportunity two days a week to receive help with homework and to develop problem solving skills and self-confidence through games and activities.

Our school actively participates in contests such as the National Geographical Society Geography Bee, the ECAPTS Spelling Bee, and our systemwide academic incentives: Young Authors and Showcase, which is a literature/art anthology. We also have an outstanding in-house band program, which allows our fifth and sixth graders the opportunity to perform for parents, students, and community.

DoDEA Strategic Plan: School Improvement Implementation School Year 97/98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

All students in grades K-6 are using the writing process in varying levels to emphasize learning in the content areas. Cross-grade mentoring and peer tutoring are used to increase reading, writing and language skills to include the use of technology. Emphasis is placed on Grade 4 writing skills using a standardized rubric to assess student writing samples.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

The six-step scientific method is the basis of the school-wide approach to science. Through collaboration of teachers, lessons using the scientific method are presented to all students in grades K-6. Hands on activities follow each lesson. There continues to be use of manipulatives in grades K-6 to introduce and enhance understanding of math concepts.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Weekly newsletters, along with classroom newsletters, keep parents informed of school activities and solicits their input and support. School newsletters include parenting tips and child-related curricular topics. A daily bulletin provides consistent communication with all staff.

Benchmark 10.8: Establish Technology for teachers and administrators

All staff uses the Pentium computer lab with their students on a weekly basis. Many staff members took advantage of computer training opportunities provided by the district and universities. Computers for each teacher's desk are now in place. A second CCMail terminal was installed for staff use.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	4.3	4.0	3.9
Co-Supporters	4.2	3.6	3.5
Co-Learners	3.2	3.2	3.1
Co-Teachers	4.0	3.6	3.5
Co-Advisors	3.1	3.2	3.3

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

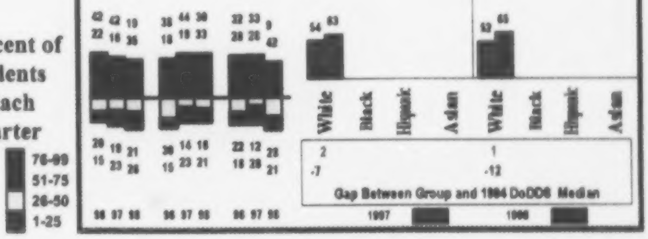
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

The school has an outstanding volunteer program. Volunteers donate an average of 500 hours per month during the school year. The parent volunteer program supports the classroom curriculum, study trips, and various school-wide programs (i.e. PTA, SAC, Jumprope for Heart, Book Fair, Field Day, PLUS, Volksmarch).

Grade 3

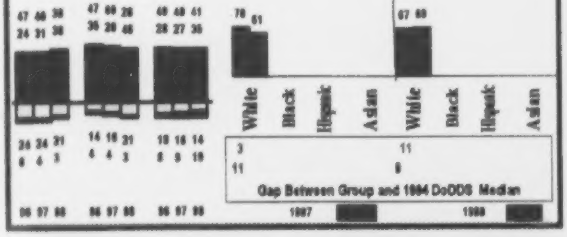
1998 Median Percentiles for:	**Benchmark 3.1**			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
School	52	61	50.3	59.5	60
District	58.7	58.9	51.0	55.3	58.7
DoDDS	57.1	61.4	50.5	57.2	53.4
Nation	50	50	50	50	50
# Students	43	43	43	42	43

Percent of Students in Each Quarter



Grade 5

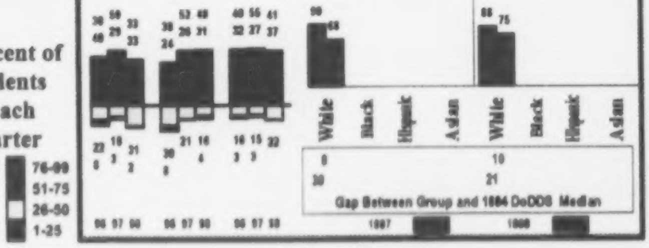
	Benchmark 3.1			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
School	68.7	65.8	70.7	58	56
District	74.1	67.4	71.4	65.5	66.9
DoDDS	67.5	63.4	66.1	61	63.2
Nation	50	50	50	50	50
# Students	29	29	29	29	29



Grade 6

1998 Median Percentiles for:	**Benchmark 3.1**			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
School	65.5	75.3	70	67	74
District	65.9	69.3	70.7	64.0	69.0
DoDDS	62.7	65.2	64.7	62	64
Nation	50	50	50	50	50
# Students	51	51	51	51	51

Percent of Students in Each Quarter



SAT Results		School	District	DoDDS	Nation
% Participating	97	NA	70%	63%	41%
	98	NA	73%	62%	43%
Math Avg Score	97	NA	513	505	511
	98	NA	505	505	512
Verbal Avg Score	97	NA	534	515	505
	98	NA	522	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

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Fax Number: 49-711-857473
Commercial Phone:
49-711-819-711819

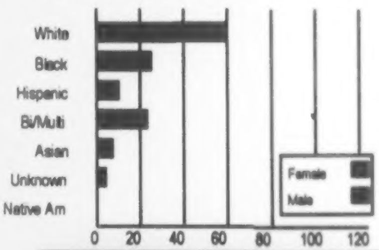
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	**Yr**	**Number Tested**	**Benchmark Criteria** **75% => Proficient**	**Distinguished**	**Proficient**	**Apprentice**	**Novice/ Undeveloped**	**Not Scoreable**
5	96	47	Met	45%	49%	2%	2%	0%
5	97	45	Met	20%	67%	11%	2%	0%
5	98	33	Met	15%	82%	3%	0%	0%

Worms,
Germany

Department of Defense Education Activity
Worms Elementary School (K-5)
1997/98 School Profile
Bonnie Bowen-Hannan, Principal

School Characteristics

Student Enrollment - 127



Special Programs			
Grade Offered	Program		
PK-12	Special Education	12	9%
K-8	TAG	20	16%
K-12	ESL	3	2%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

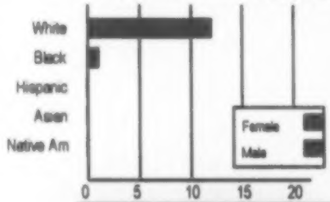
Grade	
K	32
1	22
2	18
3	18
4	20
5	17
Total	127

Sponsor Affiliation	
Marine	<.5%
Army	86%
Navy	<.5%
Air Force	6%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	8%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teacher
New	1
1-3	2
4-6	2
7-10	0
> 10	6

Mobility Rate
41% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	1
Classroom Teachers	6
Special Education	0.5
Other Professionals	4

Teacher Education	
Degree	% Teachers
BA/BS	31 %
MA/MS	62 %
Doctorate	8 %

Principal's Highlights

WES leaped into the computer age this year with a new 12-station computer lab and Internet access. The media center has received new computer stations as well, and will be "connected" later this calendar year.

The staff continues to foster pre-write/edit/write as part of our "writing across the curriculum".

Classroom teachers use rubrics in academic areas to provide students with an array of the level of quality they expect.

In the Spring the school participated in a City of Speyer study trip. Historical sites were visited in the city and students completed a study packet that they will be able to use when "guiding" their parents through the city.

The school enrichment program again brought authors, actors, singers, & storytellers to school compliments of the PTA. WES sent 12 "Young Authors" to the district conference.

Parent involvement in classroom activities continues to be a strength at WES. Parents are an important part of our team as we strive for success for each child. The School Home Partnership Program provided parents with pamphlets and instructions in mutual interest areas.

The mentor program took off in the Fall of '97 with over three dozen mentors and three dozen mentees working a full year together.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

The Literacy Place program was in a pre-implementation stage during the '97-'98 school year. Teachers used Daily Language Practice to emphasize editing & grammar skills as a part of the program. Writing skills were strengthened through journal writing & Young Author Books. TAG students became proficient with use of Power Point, Internet, & Word.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

The design of the Math Land program allows all students to be engaged in the learning process. A thorough examination of CTBS-Terra Nova data was completed by the school team. A grade to grade tracking system showed modest progress by individuals and will become part of the overall SIP plan. Efforts continue to develop teaching strategies that will narrow the gap.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

The school benchmark bulletin boards display current and on-going activities. Benchmarks 3.1, 4.2, 8.1, 10.7, and 10.8 are continually displayed and updated on the four bulletin boards designated for this purpose. Parents, students, teachers, and visitors to the school are well informed about the school's efforts in meeting the benchmark.

Benchmark 10.8: Establish Technology for teachers and administrators

Teacher computer skills are integrated into daily lesson plans through training in Word, Desk Top Publishing, and Internet instruction. The placement of multi-media NT computers on each teacher's desk was completed this year allowing teachers to have immediate access to state of the art equipment. The Media Center NT computers have been received and the LAN is underway.

Average Ratings of SIIP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	4.3	4.0	3.9
Co-Supporters	4.1	3.6	3.5
Co-Learners	3.9	3.2	3.1
Co-Teachers	3.5	3.6	3.5
Co-Advisors	3.7	3.2	3.3
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

Goal 8: Parental Participation

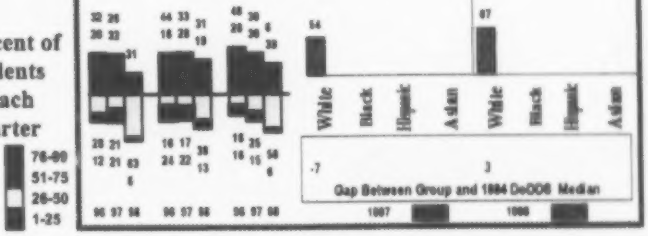
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

A Parent Lounge and Information room is utilized daily with a large number of parent volunteers. Parents work as integral partners with teachers as they assist in classrooms, mentor students, manage the media center, chaperon field trips, and supervise the computer lab. Students benefit from the numerous and varied parent involvement programs at WES.

Grade 3

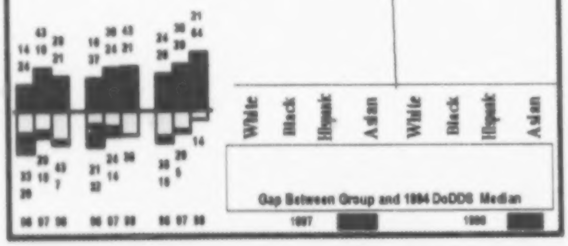
1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	42.5	48.7	46.5	33.7	39.5
District	58.7	58.9	51.0	55.3	58.7
DoDDS	57.1	61.4	50.5	57.2	53.4
Nation	50	50	50	50	50
# Students	16	16	16	16	16

Percent of Students in Each Quarter



Grade 4

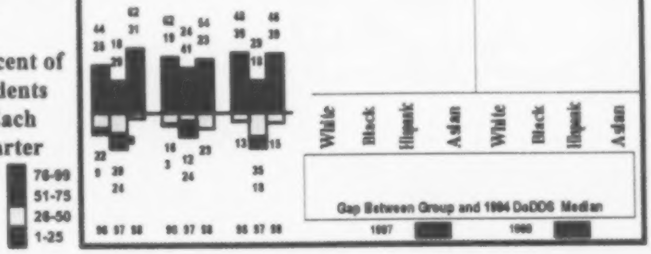
1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	50	71	65	64.5	44
District	68.2	66.1	65.1	63.1	65.4
DoDDS	65.1	62.8	63.6	61	61.2
Nation	50	50	50	50	50
# Students	14	14	14	14	14



Grade 5

1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	83	78	72	69	72.7
District	74.1	67.4	71.4	65.5	66.9
DoDDS	67.5	63.4	66.1	61	63.2
Nation	50	50	50	50	50
# Students	13	13	13	13	13

Percent of Students in Each Quarter



SAT Results		School	District	DoDDS	Nation
% Participating	97	NA	70%	63%	41%
	98	NA	73%	62%	43%
Math Avg Score	97	NA	513	505	511
	98	NA	505	505	512
Verbal Avg Score	97	NA	534	515	505
	98	NA	522	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Worms ES
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DSN Phone: 383-7980/7219
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Commercial Phone:
49-6241-592843

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	31	Met	42%	52%	7%	0%	0%
5	97	16	Met	6%	75%	12%	6%	0%
5	98	14	Met	7%	93%	0%	0%	0%

SECTION E

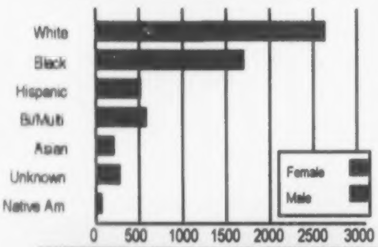
DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

HESSEN DISTRICT
1997-1998

Department of Defense Education Activity
Hessen District (PK-12)
1997/98 District Profile
Elizabeth Walker, Superintendent

District Characteristics

Student Enrollment - 5,871



Special Programs			
Grade Offered	Program		
PK-12	Special Education	751	13%
K-8	TAG	378	8%
K-12	ESL	168	3%
1	Reading Recovery	84	13%
7-12	AVID	142	▨
AP Courses Offered		21	▨
Students Taking AP Courses		141	36%

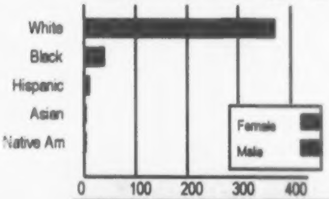
Grade	
PreK	93
K	674
1	650
2	622
3	584
4	502
5	470
6	469
7	397
8	387
9	342
10	289
11	204
12	188
Total	5871

Sponsor Affiliation	
Marine	<.5%
Army	82%
Navy	<.5%
Air Force	6%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	10%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	5
1-3	17
4-6	29
7-10	34
> 10	352

Mobility Rate
43% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	24
Classroom Teachers	307.5
Special Education	52
Other Professionals	81.2

Teacher Education	
Degree	% Teachers
BA/BS	23 %
MA/MS	75 %
Doctorate	3 %

Superintendent's Highlights

The Hessen District Mission Statement "to educate all students…through excellence in teaching and learning" was emphasized this year through various activities organized at the district level.

A research study of the mathematics program implementation was continued into the third year (CBAM). A team from the district was asked to present the research from this study at AERA in April.

Culturally Responsive Teaching (CRT) was a new initiative for the district this year under the guidance of Margery Ginsberg. Diversity Support Teams were established at four of the schools in the district to begin the training. CRT will be expanded to more schools in the district next year.

Thirteen of the seventeen schools chose to alter their daily schedules this year in order to provide more time for School based Staff Development. Literacy Place, Technology, Math, Writing and Teacher Study Groups were the most frequently addressed topics. The Model Schools Program continues into the third year in the Hanau Area.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97/98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Literacy Place training for Lead Teachers and K-6 teachers was the focus for reading and language arts this year. A class in reading strategies was offered for teachers at the DSO. A Young Authors' Festival and Middle School Writing Symposium were organized at the district to support school based writing initiatives.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Student achievement data from the GOALS assessment was correlated with data on the quality of implementation from the CBAM research project. The data clearly indicated that a higher quality of implementation resulted in more student learning. It was also clear that staff development and support for teachers was crucial to a high quality implementation.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Electronic mail continues to be the backbone of our communication system. As schools become connected to the internet, e:mail addresses are being collected from parents as a means of communicating. Monthly meetings of the DSO staff and the Administrators are scheduled. School web pages are available for some schools and under construction in others.

Benchmark 10.8: Establish Technology for teachers and administrators

The focus for technology this year has been to integrate the use of technology into the curriculum by using production software, presentation software, simulation software and word processing. Multimedia labs have been established in all the schools. Training has been organized for parents, military personnel, teachers and students.

Average Ratings of SHP Progress		
Tier	**District**	**DoDDS**
Co-Communicators	3.7	3.9
Co-Supporters	3.3	3.5
Co-Learners	3.1	3.1
Co-Teachers	3.4	3.5
Co-Advisors	3.2	3.3
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation		

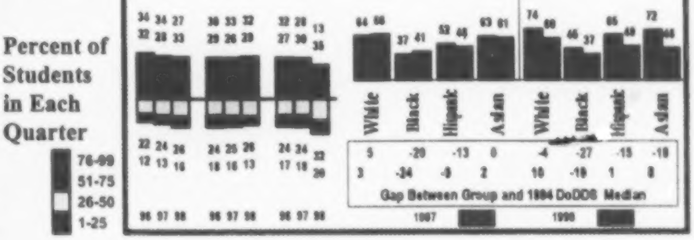
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Workshops for parents, students and teachers were held throughout the district this year. These workshops helped to clarify the five tiers in the SHP framework. Each school was able to begin building an Action Plan appropriate for their school based on this model.

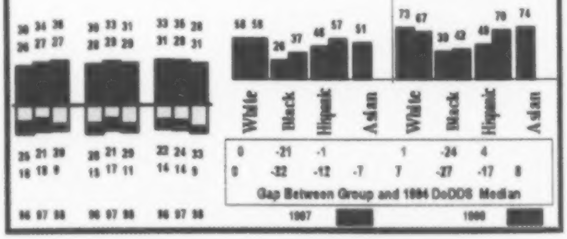
Grade 3

1998 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
District	57.4	60.9	50.0	58.2	51.2
DoDDS	57.1	61.4	50.5	57.2	53.4
Nation	50	50	50	50	50
# Students	514	514	514	515	514



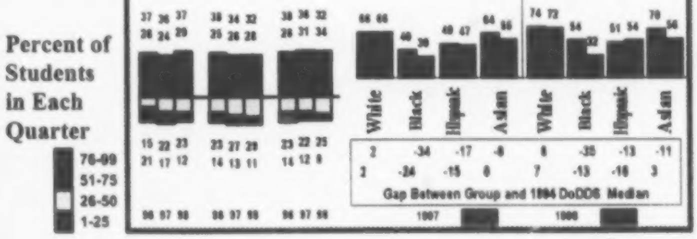
Grade 7

1998 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
District	61.4	56.7	57.3	50.7	57.7
DoDDS	68.6	64.6	65.9	59.9	64.9
Nation	50	50	50	50	50
# Students	374	374	373	373	375



Grade 11

1998 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
District	64.0	60.1	65.3	49.0	57.7
DoDDS	69.9	69	69	65.4	66.5
Nation	50	50	50	50	50
# Students	187	187	188	190	186



SAT Results		District	DoDDS	Nation
% Participating	97	59%	63%	41%
	98	53%	62%	43%
Math Avg Score	97	483	505	511
	98	466	505	512
Verbal Avg Score	97	510	515	505
	98	494	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

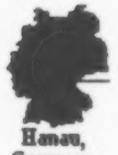
CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

DoDDS-Hessen District
Attn: Elizabeth Walker
Unit 7565, Box 29
APO AE 09050

DSN Phone: 330-8431
Fax Number: 49-69-693258
Commercial Phone:
49-69-69580312

DoDEA Writing Assessment

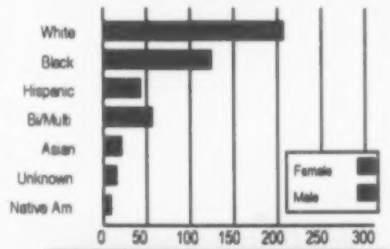
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	421	Met	27%	52%	18%	2%	1%
5	97	452	Met	29%	57%	8%	6%	1%
5	98	408	Met	14%	81%	5%	0%	0%
8	96	331	Not Met	18%	40%	33%	8%	1%
8	97	347	Met	30%	49%	13%	7%	2%
8	98	334	Not Met	22%	47%	24%	6%	2%
10	96	234	Not Met	29%	43%	20%	7%	1%
10	97	218	Not Met	36%	34%	21%	6%	2%
10	98	228	Met	41%	41%	13%	4%	1%



Department of Defense Education Activity
Argonner Elementary School (PK-5)
1997/98 School Profile
Ora Flippen-Casper, Principal

School Characteristics

Student Enrollment - 463



Special Programs			
Grade Offered	Program		
PK-12	Special Education	73	16%
K-8	TAG	49	11%
K-12	ESL	16	3%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

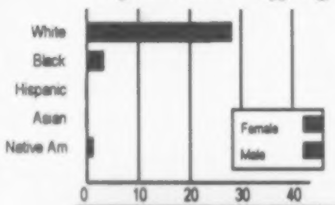
Grade	
PreK	26
K	86
1	79
2	82
3	59
4	61
5	70
Total	463

Sponsor Affiliation	
Marine	<.5%
Army	90%
Navy	<.5%
Air Force	1%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	8%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers #
New	0
1-3	2
4-6	3
7-10	0
> 10	28

Mobility Rate
52% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	1
Classroom Teachers	18.5
Special Education	5.5
Other Professionals	7.5

Teacher Education	
Degree	% Teachers
BA/BS	24 %
MA/MS	73 %
Doctorate	3 %

Principal's Highlights

The Argonner staff participated in monthly professional development days. Teachers utilized this time to focus on enhancing technology skills and grade level articulation. Teachers teaching one another have been very instrumental in the continuation of exploring the computer and its various capabilities. In this manner, the total school program has benefited. Students have demonstrated knowledge of Power Point, HyperStudio, Print Shop, and the use of AlphaSmart Boards as well as other components of the TERC tool kit.

Parents have provided tremendous support to school programs throughout the year. This has been observable though many hours of classroom assistance along with participation at Open House and Student of the Month Teas. Over 25% of the families contributed food, artifacts and/or time to making the Multi-cultural Festival a hands-on learning experience for children. Parents participated in computer training to become more familiar with skills being introduced to their students.

Students are provided opportunities to increase their writing skills. Projects (books, poems, short stories, etc.) are seen in classrooms, hallways, newsletters, and other publications. Technology is used to reinforce their skills in the writing process.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97/98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Writing activities included a fall and spring assessment. The majority of the students are now at the proficiency level. Poster-sized rubrics are used in each classroom for students to monitor progress. Student books are published. The Newspaper Club and Young Authors continued along with participation in the district's writing festival. The Argonner Literary Anthology was published.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Fall and Spring Goals testing was conducted . Fall results were used to develop strategies to address weaknesses. Spring results indicated substantial growth in all areas. Growth was seen at all grade levels. The most growth was seen in grade 2 where the class average went from 10.91 to 21.38 and grade 5 where the average went from 14.19 to 23.05 (Scale: 0-30).

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Monthly Management Council meetings , faculty meetings, and daily bulletins sent through ccmail allows for effective staff communication. Parent/Community communications have been met via the principal's parent newsletter, SAC, PTA and IAC. Parents are informed of individual classroom activities through teacher published newsletters as needed.

Benchmark 10.8: Establish Technology for teachers and administrators

Access to electronic technology for teachers, students and administrators has been on going. In-service opportunities have offered enhanced computer skills to staff and parents. A community Technology Day is an established tradition through which the school highlights technology use in the classrooms. We have completed involvement with TERC and have begun the PTI program.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	4.3	3.7	3.9
Co-Supporters	3.3	3.3	3.5
Co-Learners	4.0	3.1	3.1
Co-Teachers	4.0	3.4	3.5
Co-Advisors	3.0	3.2	3.3
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

Goal 8: Parental Participation

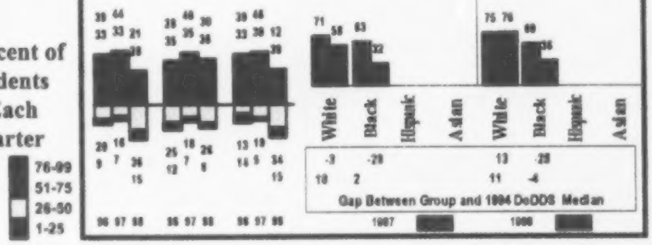
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

A Fall Survey was conducted with most parents indicating very positive feelings about their involvement in the school. A parent/volunteer work lounge has been initiated for use beginning school year 98-99. A Volunteer Coordinator will be sought for the coming school year. Additional family activities are under discussion for future home-school links.

Grade 3

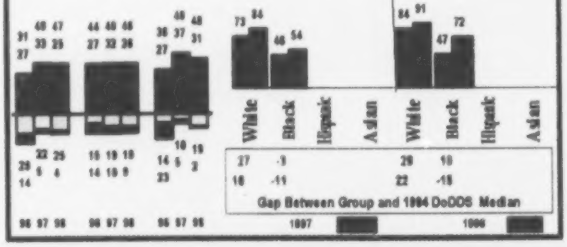
1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	50	60.7	50.5	52	55
District	57.4	60.9	50.0	58.2	51.2
DoDDS	57.1	61.4	50.5	57.2	53.4
Nation	50	50	50	50	50
# Students	61	61	61	61	61

Percent of Students in Each Quarter



Grade 4

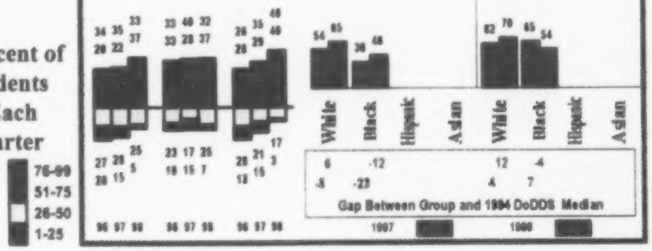
	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	73.8	70	73.3	71.7	81.3
District	61.9	60.9	60.6	56.3	58.1
DoDDS	65.1	62.8	63.6	61	61.2
Nation	50	50	50	50	50
# Students	57	57	58	58	58



Grade 5

1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	68	59.5	71	63	63.5
District	64.6	59.4	63.4	55.9	59.5
DoDDS	67.5	63.4	66.1	61	63.2
Nation	50	50	50	50	50
# Students	60	60	60	60	60

Percent of Students in Each Quarter



SAT Results		School	District	DoDDS	Nation
% Participating	97	NA	59%	63%	41%
	98	NA	53%	62%	43%
Math Avg Score	97	NA	483	505	511
	98	NA	466	505	512
Verbal Avg Score	97	NA	510	515	505
	98	NA	494	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Argonner ES
UNIT 20193, Box 0015
APO AE 09165-0015

DSN Phone: 322-8819/8374
Fax Number: 49-6181-574075
Commercial Phone:
49-6181-55442

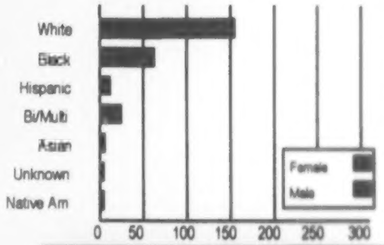
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	55	Met	31%	49%	18%	0%	2%
5	97	60	Met	30%	57%	8%	3%	2%
5	98	60	Met	18%	77%	3%	0%	2%

Wiesbaden,
Germany

Department of Defense Education Activity
Aukamm Elementary School (K-5)
1997/98 School Profile
L. B. Connell, Principal

School Characteristics

Student Enrollment - 264



Grade	
K	37
1	33
2	48
3	53
4	43
5	50
Total	264

Sponsor Affiliation	
Marine	<.5%
Army	85%
Navy	<.5%
Air Force	5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	10%
Non-US Civilians	<.5%

Special Programs

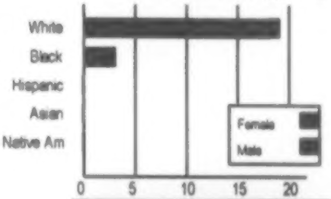
Grade Offered	Program		
PK-12	Special Education	34	13%
K-8	TAG	44	17%
K-12	ESL	3	1%
1	Reading Recovery	8	24%
7-12	AVID	N/A	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	0
4-6	0
7-10	1
> 10	14

Mobility Rate
36% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	1
Classroom Teachers	12.5
Special Education	2
Other Professionals	4.5

Teacher Education

Degree	% Teachers
BA/BS	36 %
MA/MS	64 %
Doctorate	0 %

Principal's Highlights

Aukamm Elementary School educates a diverse student population. An integrated approach is used in the instructional process with strong emphasis on collaboration and multiculturalism. An exceptional staff provided a nurturing environment for our children. AES is proud of its gains in our School Improvement. Assessment results on schoolwide holistic writing indicated our school as having increased its scores. CTBS scores revealed that the school ranked as one of the highest in Hessen District. An upward trend in the basic subject-matter areas is evident.

The school supports a complete computer lab and is expected to be LAN for SY 98-99. Throughout the year, the staff has deterred from the norm in presenting activities to enhance parent understanding: presenting instruction on the assessment instrument, Open House on the first day of school, and a Summer Educational Ideas Day. Parents were actively involved as volunteers in classrooms, PTA, and SAC. Home School Partnership has received positive visibility as a good resource for the ce. An abundance of activities sponsored by the PTA, such as Science Fair, School Yearbook, Spelling Bee, Book Fair, School Pictures, and Spirit Days have enriched our school's atmosphere. Frequent distribution of newsletters has been beneficial.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Writing samples for Grades K-5 were taken in Fall '97 and Spring '98. Samples were scored using a rubric. Fall and Spring scores were compared and showed growth during the year. All teachers were trained in the use of the basic components of the newly adopted Scholastic Literacy Place Integrated Language Arts Series.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

The goal was accomplished through the use of the "Mathland" Program, related technology, and supplemental teacher-provided resources. Parent involvement was through homework assistance, volunteering during math time, and parent/student interaction. Student performance was measured on a pre/post test basis. Growth was documented for all students.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Information about school and students is shared in a variety of ways: written (quarterly report cards, newsletters, fliers, and personal notes), oral (phone calls, private and group conferencing, awards ceremonies, musical and drama programs, and meetings, and public announcements), (i.e. AFN, Hessen Herald Post Newspaper).

Benchmark 10.8: Establish Technology for teachers and administrators

Our goal is to embed technology in the curriculum. Opportunities for staff development were provided through ongoing training and the creation of a community of learners, "buddy system". The integration of technology and the curriculum was demonstrated in math and with research projects.

Average Ratings of SHIP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	4.0	3.7	3.9
Co-Supporters	3.6	3.3	3.5
Co-Learners	3.3	3.1	3.1
Co-Teachers	3.7	3.4	3.5
Co-Advisors	3.2	3.2	3.3

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Survey results indicated high satisfaction among parents with regard to school/home communication, support for activities, and teaching & learning activities. Opportunities for parents to share the interests and achievements of their children have been provided through a variety of interactive, coordinated activities within the school setting.

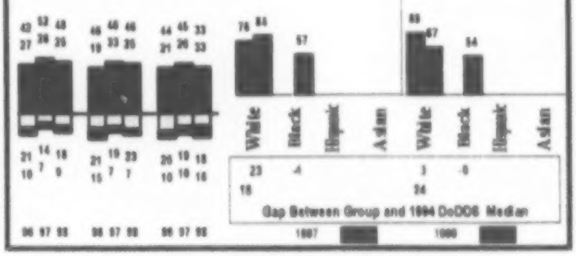
Grade 3

1998 Median Percentiles

	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for: **School**	67	73.3	59.8	67	65
District	57.4	60.9	50.0	58.2	51.2
DoDDS	57.1	61.4	50.5	57.2	53.4
Nation	50	50	50	50	50
# Students	44	44	45	45	45

Percent of Students in Each Quarter

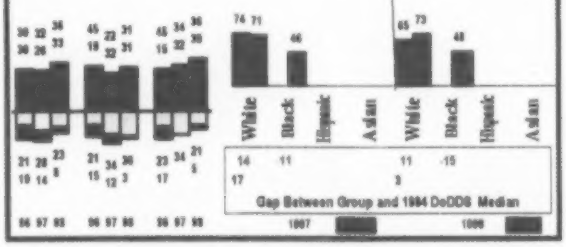
76-99
51-75
26-50
1-25



Grade 4

1998 Median Percentiles

	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for: **School**	64	64	63.4	63.7	63
District	61.9	60.9	60.6	56.3	58.1
DoDDS	65.1	62.8	63.6	61	61.2
Nation	50	50	50	50	50
# Students	39	39	39	38	38



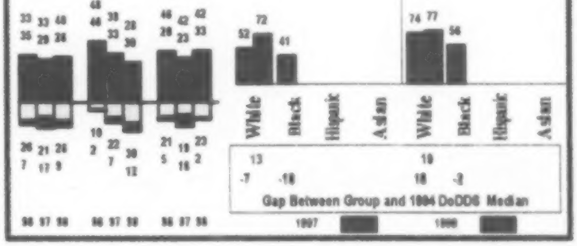
Grade 5

1998 Median Percentiles

	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for: **School**	67	61.7	71	56	64.8
District	64.6	59.4	63.4	55.9	59.5
DoDDS	67.5	63.4	66.1	61	63.2
Nation	50	50	50	50	50
# Students	43	43	43	43	43

Percent of Students in Each Quarter

76-99
51-75
26-50
1-25



SAT Results		School	District	DoDDS	Nation
% Participating	97	NA	59%	63%	41%
	98	NA	53%	62%	43%
Math Avg Score	97	NA	483	505	511
	98	NA	466	505	512
Verbal Avg Score	97	NA	510	515	505
	98	NA	494	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Aukamm ES
UNIT 29647
APO AE 09096-0005

DSN Phone: 337-6260/6261
Fax Number: 49-611-561272
Commercial Phone:
49-611-561518

DoDEA Writing Assessment

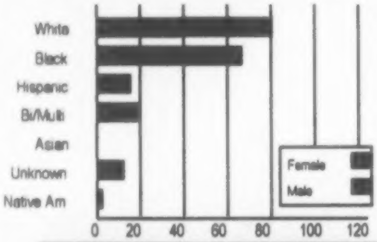
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	45	Met	36%	51%	11%	2%	0%
5	97	63	Met	36%	46%	6%	11%	0%
5	98	44	Met	23%	70%	7%	0%	0%

Babenhausen,
Germany

Department of Defense Education Activity
Babenhausen Elementary School (K-5)
1997/98 School Profile
Jacqueline Hulbert, Principal

School Characteristics

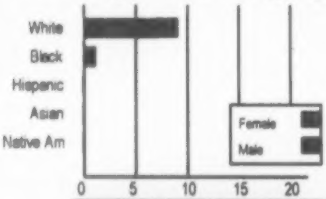
Student Enrollment - 192



Grade	
K	40
1	42
2	34
3	25
4	28
5	23
Total	192

Sponsor Affiliation	
Marine	<.5%
Army	97%
Navy	<.5%
Air Force	1%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	2%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program		%
PK-12	Special Education	12	6%
K-8	TAG	29	15%
K-12	ESL	1	1%
1	Reading Recovery	12	29%
7-12	AVID	N/A	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	1
1-3	1
4-6	0
7-10	1
> 10	8

Mobility Rate
48% Per Year

School Staff

Category	FTE
Administrators	1
Classroom Teachers	9
Special Education	0.5
Other Professionals	1.5

Teacher Education

Degree	% Teachers
BA/BS	70 %
MA/MS	20 %
Doctorate	10 %

Principal's Highlights

Babenhausen Elementary School (BES) is located southeast of Frankfurt, Germany. The school is an academically focused school of 213 students in grades K-5. The Media Center has new Pentium computers to upgrade information access. A new LAN computer lab and Internet access will be available to students by fall 1998. School programs focusing on reading and math include special reading services, Reading Recovery, special education, and TAG.

Teachers and parents team together on the School Advisory Committee and the Parent Board. Parent involvement is noticeable with the many activities provided to students, i.e., book fairs, craft shops, cultural guest speakers, and a published author. Teachers provide experiences beyond the classroom for students in a computer club, hobbies club, and music/drama club.

The staff has voluntarily rescheduled the school day for School Improvement Planning (SIP) and in-service. A personal invitation is given for parents to attend special training workshops and become co-learners. Special child-care service is provided for parents attending the workshops. Parents are made to feel they are a team player in their child education.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Based upon school comprehension data, the percent of students achieving criterion increased from 60.5% on the pretest to 70.5% on the posttest. Parent Reading Survey showed 97% of our parents have confidence in our reading programs. Special school events focusing on reading: "TV Black Out Week"; "Read Across America"; "Young Author's Celebration"; and "Reading Night."

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Math assessment data for grades K - 2 shows a gain of 18%; pretest (70%) and posttest (82%). GOALS testing for grades 3 - 5 shows all 3rd graders learning at the same level. At 5th grade, white students were 1.33 points above the average and African-American students were less than one point (.46) below class average. Family Math Night is a popular co-teaching experience.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Our school has a restructured day allowing teachers and parents co-learning in-service experiences. Bi-monthly principal newsletters keep parents informed of school activities. Teachers make home visits, phone calls, and hold school conferences to involve parents in their child's learning experiences. Community billboards announce school events and invite parents.

Benchmark 10.8: Establish Technology for teachers and administrators

Teachers and parents have had four co-learning computer lab sessions this school year. The Hessen District Technology Survey shows the staff gaining in computer confidence. Parents & Students surveyed grade our school between 70 - 74% in technology. Our new LAN Computer Lab will be in full use fall of 1998. Parents will participate as co-teachers in the computer labs.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	4.0	3.7	3.9
Co-Supporters	4.1	3.3	3.5
Co-Learners	3.6	3.1	3.1
Co-Teachers	3.9	3.4	3.5
Co-Advisors	3.1	3.2	3.3
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

Goal 8: Parental Participation

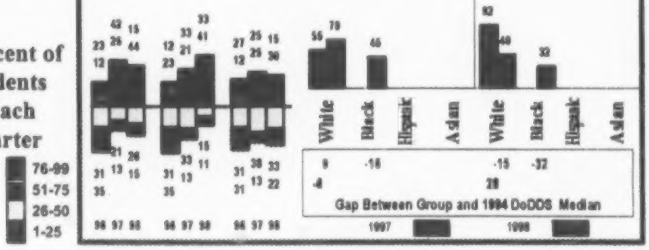
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Our School-Home Partnership School Level Evaluation Team (multi-ethnic representation) has rated our school 4.0 and above for all co-partnership relations. Parents have attended co-learning activities for Literacy Place and Mathland with the staff. Parents have participated in co-teaching activities during our "International Winter Celebration."

Grade 3

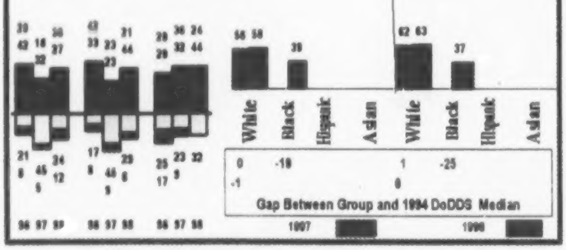
1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	58	61	48	59	43.3
District	57.4	60.9	50.0	58.2	51.2
DoDDS	57.1	61.4	50.5	57.2	53.4
Nation	50	50	50	50	50
# Students	27	27	27	27	27

Percent of Students in Each Quarter



Grade 4

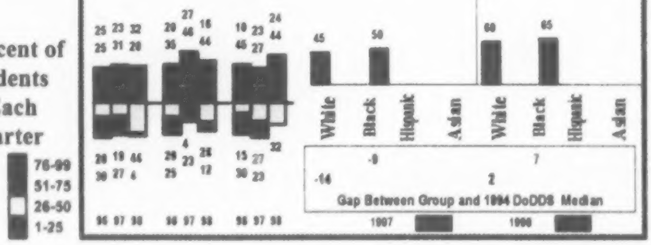
1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	63.7	58	61	52	54.5
District	61.9	60.9	60.6	56.3	58.1
DoDDS	65.1	62.8	63.6	61	61.2
Nation	50	50	50	50	50
# Students	34	34	34	35	34



Grade 5

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	52	54	57	46	66.3
District	64.6	59.4	63.4	55.9	59.5
DoDDS	67.5	63.4	66.1	61	63.2
Nation	50	50	50	50	50
# Students	25	25	25	25	25

Percent of Students in Each Quarter



SAT Results		School	District	DoDDS	Nation
% Participating	97	NA	59%	63%	41%
	98	NA	53%	62%	43%
Math Avg Score	97	NA	483	505	511
	98	NA	466	505	512
Verbal Avg Score	97	NA	510	515	505
	98	NA	494	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Babenhausen ES
UNIT 20219, CMR 462
APO AE 09089-0005

DSN Phone: 348-3818/3728
Fax Number: 49-6073-62558
Commercial Phone:
49-6073-3432

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	19	Not Met	16%	47%	26%	5%	5%
5	97	24	Not Met	8%	58%	21%	12%	0%
5	98	26	Met	4%	88%	8%	0%	0%

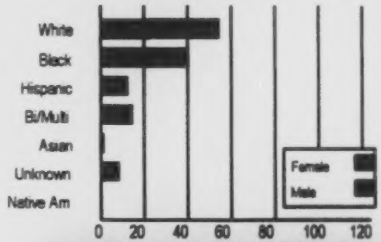
Bad Nauheim, Germany

Department of Defense Education Activity
Bad Nauheim Elementary School (K-6)
1997/98 School Profile

Nancy Hammack, Principal

School Characteristics

Student Enrollment - 128



Grade	
K	24
1	24
2	16
3	21
4	18
5	12
6	13
Total	128

Sponsors' Affiliation	
Marine	<.5%
Army	97%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	2%
Non-US Civilians	<.5%

Special Programs

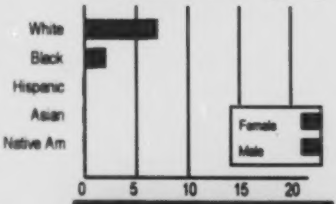
Grade Offered	Program		
PK-12	Special Education	11	9%
K-8	TAG	33	26%
K-12	ESL	3	2%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	0
4-6	3
7-10	0
> 10	9

Mobility Rate
53% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	1
Classroom Teachers	7
Special Education	0.5
Other Professionals	4

Teacher Education

Degree	Teachers
BA/BS	8 %
MA/MS	92 %
Doctorate	0 %

Principal's Highlights

The relatively small Bad Nauheim Elementary School in the Hessen District of Germany has continued to provide an equitable education for all students. The faculty is outstanding in its efforts to set high achievement goals in all areas of the curriculum. Each student is treated with respect and encouraged to treat others with respect.

Parental support has been excellent, and as a result serious behavioral problems have been at a minimum. Our students are enthusiastic learners and recognize that we have high expectations for their growth and development. Because our school supports the belief that all children can achieve, our test scores indicate that high student achievement is taking place.

Our major areas of emphasis continue to be writing and math, but we have added technology and school/home partnership to our list of accomplishments. We have added an all-new computer lab, and all faculty members have been trained in the use of the new programs to prepare them to provide instruction to the students at all grade levels.

This was our NCA visitation year, and we are all very proud of the commendations that we received from the visiting team members.

DoDEA Strategic Plan: School Improvement Implementation School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Process writing is utilized and intergrated across the curriculum. Writing achievement is measured holistically by our SIP through a Fall and Spring Writing Assessment. The percentages of students scoring in the top half of the rubric are as follows: Kdg-57.6%, 1st-81.6 %, 2nd-53.6%, 3rd-44.1%, 4th-45.5%, 5th-63.7%, and 6th-63.7%.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

All teachers in the school have worked diligently in teaching the students to solve mathematical problems and to explain their thinking about their mathematical thoughts. Math achievement increased greatly in every group as evidenced by our Goals assessments. The increase was most evident in the Af-American and male populations.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

School newsletters, teacher newsletters, parent-teacher conferences, PTO, SAC, SILT, and an open door policy keep teachers and parents in close contact. The Parent Workshops were a new innovation this year in an attempt to educate parents about school goals and educational programs. Communication within the school is accomplished through faculty bulletins and faculty meetings.

Benchmark 10.8: Establish Technology for teachers and administrators

A PC lab was introduced in January. Through inservices, college classes, and peer support, the following was accomplished: staff feeling very confident in the use of Word increased by 42%, CCMail increased by 43%, and Powerpoint increased by 33%.

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Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	4.0	3.7	3.9
Co-Supporters	2.8	3.3	3.5
Co-Learners	3.2	3.1	3.1
Co-Teachers	3.4	3.4	3.5
Co-Advisors	2.4	3.2	3.3
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

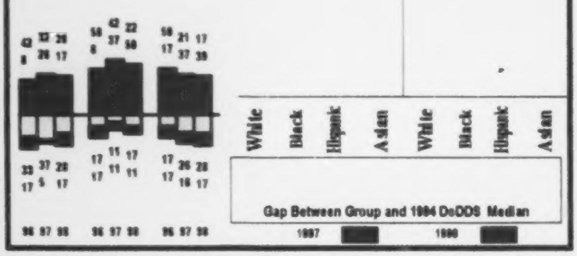
Through School/Home Partnership efforts many parents were involved in a multitude of programs designed to enhance communication between school and home and to further educational opportunities for students. Some key achievements of the year were: Fall and Spring Parent Workshops, Career Day, T.V. Blackout Week, and the Parent Publishing Project.

Grade 3

1998 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for: School	63	65	55.5	63	60
District	57.4	60.9	50.0	58.2	51.2
DoDDS	57.1	61.4	50.5	57.2	53.4
Nation	50	50	50	50	50
# Students	18	18	18	18	18

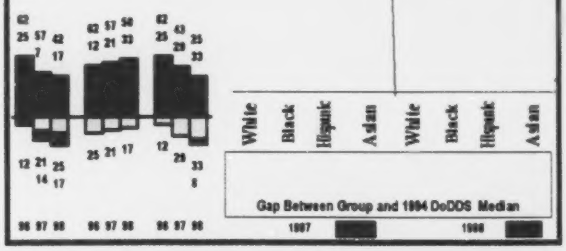
Percent of Students in Each Quarter

■ 76-99
■ 51-75
□ 26-50
■ 1-25



Grade 5

1998 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for: School	68.5	75.5	53.5	67	56.5
District	64.6	59.4	63.4	55.9	59.5
DoDDS	67.5	63.4	66.1	61	63.2
Nation	50	50	50	50	50
# Students	12	12	12	12	12

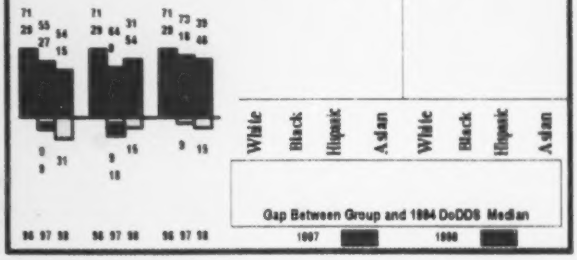


Grade 6

1998 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for: School	77	66	74	66	62
District	56.8	60.7	55.7	53.8	57.3
DoDDS	62.7	65.2	64.7	62	64.9
Nation	50	50	50	50	50
# Students	13	13	13	13	13

Percent of Students in Each Quarter

■ 76-99
■ 51-75
□ 26-50
■ 1-25



SAT Results		School	District	DoDDS	Nation
% Participating	97	NA	59%	63%	41%
	98	NA	53%	62%	43%
Math Avg Score	97	NA	483	505	511
	98	NA	466	505	512
Verbal Avg Score	97	NA	510	515	505
	98	NA	494	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

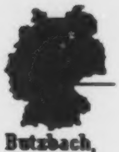
SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Bad Nauheim ES
UNIT 21104
APO AE 09074-0005

DSN Phone: 324-3548
Fax Number: 49-6032-87548
Commercial Phone:
49-6032-85580

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	7	Met	43%	57%	0%	0%	0%
5	97	12	Met	42%	50%	0%	8%	0%
5	98	11	Met	18%	73%	9%	0%	0%

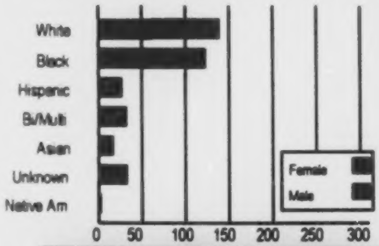


Butzbach, Germany

Department of Defense Education Activity
Butzbach Elementary School (PK-6)
1997/98 School Profile
Marion Parker, Principal

School Characteristics

Student Enrollment - 350



Special Programs			
Grade Offered	Program		
PK-12	Special Education	78	22%
K-8	TAG	N/A	N/A
K-12	ESL	5	1%
1	Reading Recovery	9	15%
7-12	AVID	N/A	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

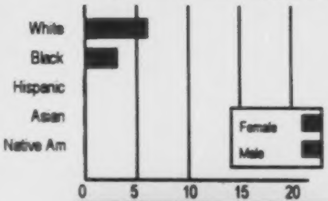
Grade	
PreK	11
K	58
1	61
2	57
3	49
4	49
5	28
6	37
Total	350

Sponsor Affiliation	
Marine	<.5%
Army	99%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	<.5%
Non-US Civilians	<.5%

Teacher Experience	
Year	Teaching
New	0
1-3	2
4-6	1
7-10	2
> 10	23

Mobility Rate
64% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	1
Classroom Teachers	17.5
Special Education	4.5
Other Professionals	6.5

Teacher Education	
Degrees	Teachers
BA/BS	25 %
MA/MS	72 %
Doctorate	3 %

Principal's Highlights

The sprawling facility of Butzbach Elem. School presents an imposing picture as it sits on a hill overlooking the Roman Way housing area in which 95% of our students reside. We are truly a local school that serves a diverse population of 375 students enrolled in classes from preschool handicapped sure start through sixth grade.

One major highlight of this school year was the N.C.A. visit that validated our long-standing reputation as a school of "excellence" which can be credited to the dedicated staff. The improvement of writing and math skills for all students continued to be emphasized. The newly adopted Literacy Place reading program received high marks from those teachers who implemented it at the beginning of the school year with much of our staff development time devoted to this initiative.

Our predominant belief is that the team approach-students, parents, educators, and military community working in concert, is critical to the academic and social development of our children. This was evidenced by an expanded and active School/ Home Partnership (Benchmark 8.1), numerous volunteers, and active SAC and PTO.

The staff and parents of Butzbach ES are committed to the School Improvement Process which is viewed as an ongoing journey and not a destination.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97/98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Writing has become an important component of each part of our curriculum as evidenced by quarterly surveys that measure the writing habits in each classroom. We have continued to monitor student writing progress by using fall and spring writing prompts. We celebrated Christmas, Dr. Seuss' birthday, and National Poetry Month with school-wide reading and writing programs.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

The math benchmark committee heavily revised the school action plan. The faculty endorsed the new plan. During the NCA visit, the team found that the new goals, instructional strategies, and assessments were well aligned. We continue to monitor student growth in mathematical thinking by administering a fall and spring GOALS math assessment, progress was evident at all grades.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Monthly newsletters are published in order to keep the community current on school events. The principal hosted two parent luncheons which were intended to foster the home-school connection. Parent conferences were held on three occasions (K-3 classes held their conferences in a group format). PTO, SAC, and SILT meetings were held regularly during the year.

Benchmark 10.8: Establish Technology for teachers and administrators

The staff continued to receive formal training in the new IBM lab. Staff members were matched with a peer tutor when the need was present. All classes (including Sure Start) use the lab on a weekly rotation. An effort was made to link classrooms with parent volunteers. The results were modest, but the involvement of the SAC in the process was a positive experience.

Average Ratings of SHIP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.8	3.7	3.9
Co-Supporters	3.5	3.3	3.5
Co-Learners	3.0	3.1	3.1
Co-Teachers	3.4	3.4	3.5
Co-Advisors	3.6	3.2	3.3

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

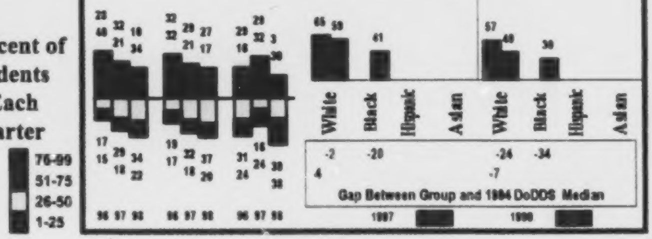
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

The School/ Home Partnership Committee has focused its efforts on the Co-communicator tier. A language assistance program for parents who speak English as a second language was implemented. A parent volunteer room was created. It offers a warm and welcoming environment for parents who work in our school. The principal initiated a successful parent luncheon program.

Grade 3

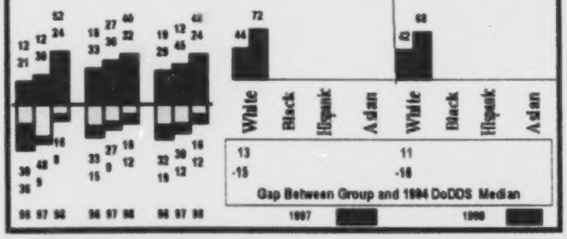
1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	47.6	48.3	34.3	50.3	40
District	57.4	60.9	50.0	58.2	51.2
DoDDS	57.1	61.4	50.5	57.2	53.4
Nation	50	50	50	50	50
# Students	41	41	40	41	41

Percent of Students in Each Quarter



Grade 5

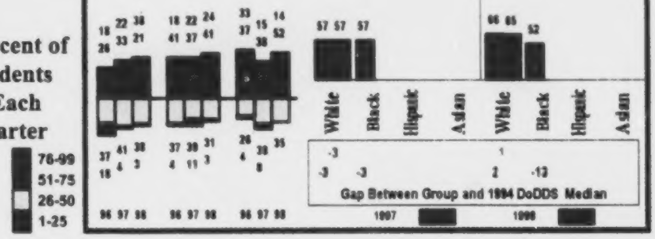
1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	77	64	73	66	68
District	64.6	59.4	63.4	55.9	59.5
DoDDS	67.5	63.4	66.1	61	63.2
Nation	50	50	50	50	50
# Students	25	25	25	25	25



Grade 6

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	53.3	60.3	60.7	55	58
District	56.8	60.7	55.7	53.8	57.3
DoDDS	62.7	65.2	64.7	62	64.9
Nation	50	50	50	50	50
# Students	29	29	29	29	29

Percent of Students in Each Quarter



SAT Results		School	District	DoDDS	Nation
% Participating	97	NA	59%	63%	41%
	98	NA	53%	62%	43%
Math Avg Score	97	NA	483	505	511
	98	NA	466	505	512
Verbal Avg Score	97	NA	510	515	505
	98	NA	494	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Butzbach ES
CMR 452, BOX 5500
APO AE 09045

DSN Phone:
Fax Number: 49-6033-72623
Commercial Phone:
49-6033-65888

DoDEA Writing Assessment

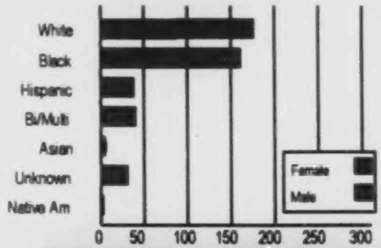
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	37	Not Met	11%	43%	38%	8%	0%
5	97	37	Met	11%	68%	11%	11%	0%
5	98	27	Met	15%	82%	4%	0%	0%

Darmstadt,
Germany

Department of Defense Education Activity
Darmstadt Elementary School (PK-5)
1997/98 School Profile
Julie Gaski, Principal

School Characteristics

Student Enrollment - 438



Grade	
PreK	20
K	79
1	82
2	64
3	69
4	62
5	62
Total	438

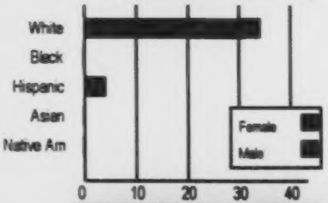
Sponsor Affiliation	
Marine	<.5%
Army	90%
Navy	<.5%
Air Force	1%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	8%
Non-US Civilians	<.5%

Special Programs			
Grade Offered	Program		
PK-12	Special Education	93	21%
K-8	TAG	1	<.5%
K-12	ESL	25	6%
1	Reading Recovery	35	43%
7-12	AVID	N/A	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Year	Teachers
New	0
1-3	0
4-6	2
7-10	5
> 10	34

Mobility Rate
47% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	1
Classroom Teachers	19.5
Special Education	7.5
Other Professionals	10

Teacher Education	
Degree	% Teachers
BA/BS	26 %
MA/MS	74 %
Doctorate	0 %

Principal's Highlights

Darmstadt Elementary School educates a diverse population of students, over half of whom are of Hispanic or African American heritage. Respect for ethnic diversity then is at the core of our multicultural approach to the educational program. For example, partial language immersion classes in German are available in grades 2 and 3 offering an opportunity for foreign language acquisition, in addition to the usual Host Nation Culture classes for all students. Many students choose to participate in the after school Culture Club and learn about how people in many different parts of the world are similar and different.

Darmstadt Elementary also offers a fully implemented Reading Recovery program to its first grade students. Formal assessments have revealed the success of this early intervention approach, even into mid-second grade.

Building and sustaining a community of learners is an engaging and challenging undertaking. The staff at this school accept that challenge and experience the rewards every day as they implement a quality instructional program rich in learning opportunities.

DoDEA Strategic Plan: School Improvement Implementation School Year '97-'98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Writing assessments were administered to students in grades Kindergarten through five in October '97(pretest) and in May '98 (posttest). The assessment scale ranged from 0 to 12. In the pretest, 139 students (35%) out of 393, had a score of 6 or above. In the posttest, 308 students (84%) out of 368, had a score of 6 or above indicating an increase of 49% of scores 6 and above.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Performance tests (Goals) were administered to grade levels 2 through 5. Total possible points - 30. Raw scores show an increase in performance for all grades from the pretest to the posttest: Gr. 2 (10.3 - 17.5); Gr. 3 (12.4 - 18.6); Gr. 4 (17.4 - 18.8); Gr. 5 (18.3- 22.8). While overall performance increased, the gap only decreased in grade 3 (Fall 7 - Spring 5.1).

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

The faculty has worked to increase two way communication between the school and home. An overall rating of 4, out of a possible 5, was given to DES by the S/H evaluation team in the area of co-communicator practices. Strengths noted were teacher newsletters, Portfolio Sharing Days, and frequent communication between parents and teachers.

Benchmark 10.8: Establish Technology for teachers and administrators

Sixty percent of teachers surveyed attended a minimum of 3 days of computer training during the summer of '97. A needs assessment survey was conducted in the fall of '97 to determine in-house priorities for staff development opportunities to promote technology integration in the classroom. Study groups were conducted on use of digital camera and multi-media software.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	**4.2**	**3.7**	**3.9**
Co-Supporters	**3.2**	**3.3**	**3.5**
Co-Learners	**3.0**	**3.1**	**3.1**
Co-Teachers	**3.6**	**3.4**	**3.5**
Co-Advisors	**3.7**	**3.2**	**3.3**
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

Goal 8: Parental Participation

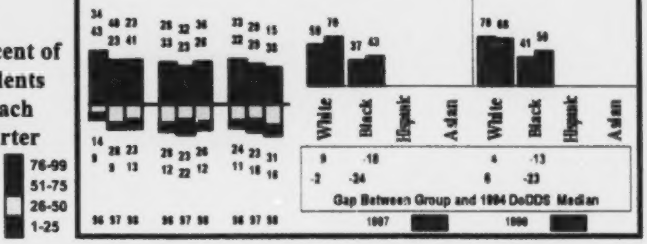
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

In SY 97-98, 241 parent volunteers were actively involved in school activities. S/H Evaluation team rated DES using the 5-tiered model. Results indicate "visible progress toward S/H partnership." 71% of parents surveyed in May '98 felt a part of what goes on at school. 90.8% felt familiar with what their child was being taught at school.

Grade 3

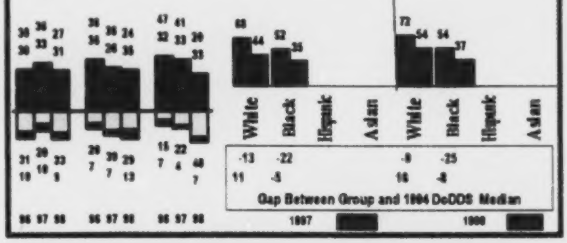
1998 Median Percentiles for:	**Benchmark 3.1**			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
School	58.7	62	51.3	56.7	56
District	57.4	60.9	50.0	58.2	51.2
DoDDS	57.1	61.4	50.5	57.2	53.4
Nation	50	50	50	50	50
# Students	61	61	61	61	60

Percent of Students in Each Quarter



Grade 4

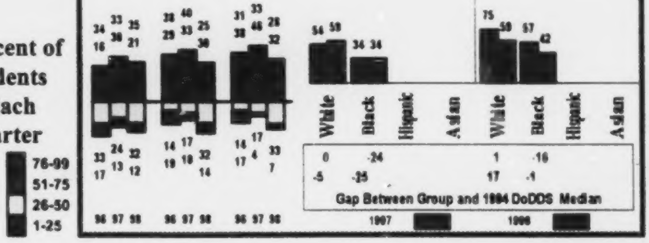
1998 Median Percentiles for:	**Benchmark 3.1**			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
School	56	55.3	52.3	44	53
District	61.9	60.9	60.6	56.3	58.1
DoDDS	65.1	62.8	63.6	61	61.2
Nation	50	50	50	50	50
# Students	55	55	55	55	55



Grade 5

1998 Median Percentiles for:	**Benchmark 3.1**			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
School	62	54	60	49	53.6
District	64.6	59.4	63.4	55.9	59.5
DoDDS	67.5	63.4	66.1	61	63.2
Nation	50	50	50	50	50
# Students	57	57	57	57	56

Percent of Students in Each Quarter



SAT Results		School	District	DoDDS	Nation
% Participating	97	NA	59%	63%	41%
	98	NA	53%	62%	43%
Math Avg Score	97	NA	483	505	511
	98	NA	466	505	512
Verbal Avg Score	97	NA	510	515	505
	98	NA	494	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Darmstadt ES
CMR 431
APO AE 09175-0005

DSN Phone: 348-6513/7390
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DoDEA Writing Assessment

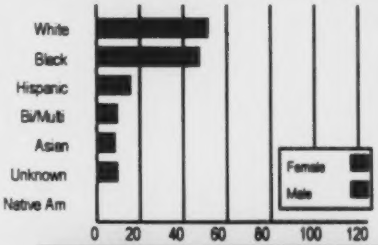
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	55	Met	31%	46%	22%	2%	0%
5	97	47	Met	26%	62%	11%	2%	0%
5	98	50	Met	14%	80%	6%	0%	0%

**Darmstadt,
Germany**

Department of Defense Education Activity
Darmstadt Middle School (6-8)
1997/98 School Profile
Thomas Starratt, Principal

School Characteristics

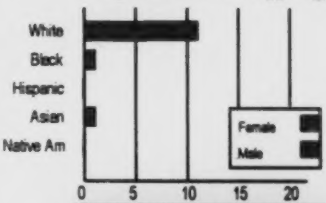
Student Enrollment - 139



Grade	
6	48
7	45
8	46
Total	139

Sponsor Affiliation	
Marine	<.5%
Army	88%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	12%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program		
PK-12	Special Education	23	17%
K-8	TAG	N/A	N/A
K-12	ESL	2	1%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	0
4-6	2
7-10	2
> 10	9

Mobility Rate
32% Per Year

School Staff

Category	FTE
Administrators	1
Classroom Teachers	12.5
Special Education	1
Other Professionals	1

Teacher Education

Degree	Teachers
BA/BS	29 %
MA/MS	57 %
Doctorate	14 %

Principal's Highlights

Darmstadt Middle School is committed to implementing programs and activities to incorporate the characteristics of an effective middle school so that all students can attain high academic achievement. Darmstadt Middle School's curriculum offers all core subject areas to provide students with an opportunity to engage in a variety of learning activities.

Believing in the need for a well-rounded education, Darmstadt Middle School has a strong electives program featuring instrumental and choral music, art, physical education, video production, home economics, computer technology, and creative thinking. We also offer many extra curricular activities that complement our students' education to include National Junior Honor Society, Intramural Sports, Yearbook, Student Council, and Computer Club.

Darmstadt Middle School continues to improve the working relationship with parents and military members in our community. We have initiated the Darmstadt Buddy Program through which military soldiers can volunteer to serve as a buddy to all classrooms in the school. Parents are always invited and strongly encouraged to participate in all school activities and programs.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Learning strategies were developed to address various student learning styles through an interdisciplinary unit. All students were engaged in a multi-cultural project. Student achievement was assessed through individual and group presentations. Data from surveys indicated an increased cultural awareness.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Staff development focused on higher level questioning techniques and using computers for instruction. Various learning strategies were implemented across the curriculum to increase student awareness of problem solving in all content areas. Math teachers met with student representatives to address and focus on a curriculum to meet all students' needs.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

School information is shared in monthly newsletters, conferences, and telephone contacts. Student assignment books maintain a two-way communication. E-mail access is available between students, parents, and teachers to facilitate communication. The principal reports school activities to the IAC (Installation Advisory Committee).

Benchmark 10.8: Establish Technology for teachers and administrators

Our focus is technology as a learning tool. Staff development, based on data collected from a self-report survey, targeted teachers integrating technology in student assignments and projects by using word processing, spreadsheets, and presentation skills in the Pentium lab. Students enjoyed daily access to the computer lab and multimedia equipment in the networked media center.

Average Ratings of SIP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	3.4	3.7	3.9
Co-Supporters	2.4	3.3	3.5
Co-Learners	2.2	3.1	3.1
Co-Teachers	3.0	3.4	3.5
Co-Advisors	2.8	3.2	3.3

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

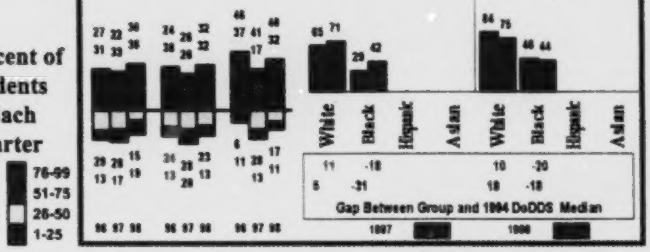
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Survey and site-based evaluation committee results indicate positive attitudes toward communication. Parents continue to be active in aspects of the school. Successes include newsletter, assignment books, volunteers, star student recognition, and in-house suspension. Suggestions include new parent orientation, extracurricular opportunities and diversified school clubs.

Grade 6

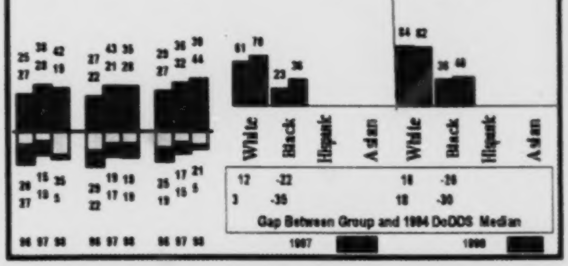
1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	59	65	70	47.3	59
District	56.8	60.7	55.7	53.8	57.3
DoDDS	62.7	65.2	64.7	62	64.9
Nation	50	50	50	50	50
# Students	47	47	47	47	47

Percent of Students in Each Quarter



Grade 7

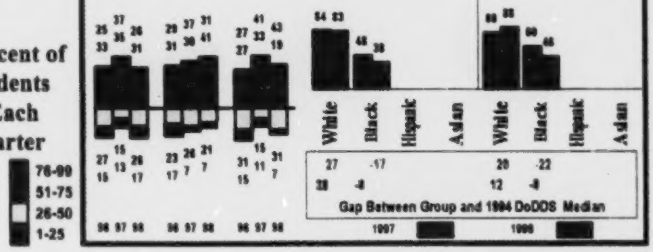
	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	66	63	63.7	63.5	77.3
District	61.4	56.7	57.3	50.7	57.7
DoDDS	68.6	64.6	65.9	59.9	64.9
Nation	50	50	50	50	50
# Students	43	43	43	43	43



Grade 8

1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	56.5	60	70.5	59.7	71.7
District	46.4	54.0	50.6	49.1	47.8
DoDDS	59.8	64.3	62.7	61.3	60.7
Nation	50	50	50	50	50
# Students	42	42	42	42	42

Percent of Students in Each Quarter



SAT Results		School	District	DoDDS	Nation
% Participating	97	NA	59%	63%	41%
	98	NA	53%	62%	43%
Math Avg Score	97	NA	483	505	511
	98	NA	466	505	512
Verbal Avg Score	97	NA	510	515	505
	98	NA	494	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Darmstadt MS
CMR 431
APO AE 09175

DSN Phone: 348-6517/7185
Fax Number: 49-6151-61488
Commercial Phone:
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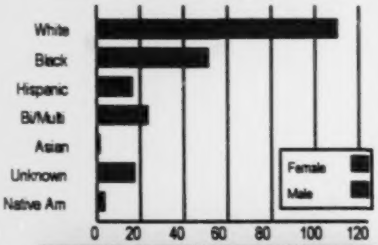
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	96	45	Not Met	18%	38%	36%	9%	0%
8	97	45	Met	27%	64%	4%	4%	0%
8	98	34	Not Met	21%	47%	29%	3%	0%

Gelnhausen, Germany

Department of Defense Education Activity
Gelnhausen Elementary School (K-5)
1997/98 School Profile
Carl McClelland, Principal

School Characteristics

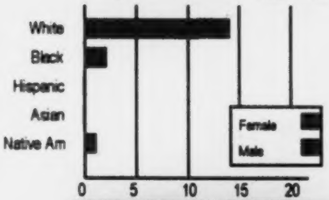
Student Enrollment - 221



Grade	
K	50
1	39
2	47
3	34
4	25
5	26
Total	221

Sponsor Affiliation	
Marine	<.5%
Army	96%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	4%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program		
PK-12	Special Education	25	11%
K-8	TAG	42	19%
K-12	ESL	6	3%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	0
4-6	0
7-10	1
> 10	15

Mobility Rate
42% Per Year

School Staff

Category	FTE
Administrators	1
Classroom Teachers	9
Special Education	1
Other Professionals	4.2

Teacher Education

Degree	Teachers
BA/BS	24 %
MA/MS	76 %
Doctorate	0 %

Principal's Highlights

Gelnhausen School accomplished many objectives to increase student achievement, school improvement, and staff development.
Math assessment tests measured progress of students in all grades. Teachers worked with the new integrated language arts program one year ahead of full implementation.

Gelnhausen School continues to enjoy military support and our parent participation rate is high. The school/home partnership has made a positive difference to the school volunteer program.

Teachers continue to build school communications both inside DoDEA and in the community. Customer service and team building are very well institutionalized in the school climate.

The staff development program revolved around technology. The students, teachers, and parents will be able to communicate worldwide.

The objective of improving student achievement of all children is our goal. We will use all human and material resources in new ways, and it will result in significantly high standardized test scores as we march into the twenty-first century.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

A student survey given in the fall and spring indicated that our students do perceive themselves as readers and writers. A school wide uninterrupted silent reading and daily writing was initiated. There was also a holistic scoring of a school wide writing assessment. A Gelnhausen Anthology of student writing was published.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

A math performance Goals assessment was administered in the fall and spring. Most grade levels showed growth. The greatest growth was seen at grade 3 where student achievement increased from 11 to 25 on a scale of 0 to 30. Results of these assessments will be used to plan instruction for next school year.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

A parent survey was given in the fall and spring. Parents stated that they feel they are well informed about school activities and SIP. The restructured day allowed teachers and parents time for inservice learning and curriculum planning. A parent response section was added to our monthly newsletters. All teachers used ccmail to communicate with each other.

Benchmark 10.8: Establish Technology for teachers and administrators

Every classroom teacher was trained in a variety of programs including Power Point, Microsoft Word, etc. Our Pentuim Lab has been set up this school year. Classes have been using the Apple Lab and the Pentuim Lab. Computer Lab record sheets indicate increased school wide usage for all grade levels.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	3.5	3.7	3.9
Co-Supporters	3.6	3.3	3.5
Co-Learners	2.9	3.1	3.1
Co-Teachers	3.3	3.4	3.5
Co-Advisors	3.4	3.2	3.3

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

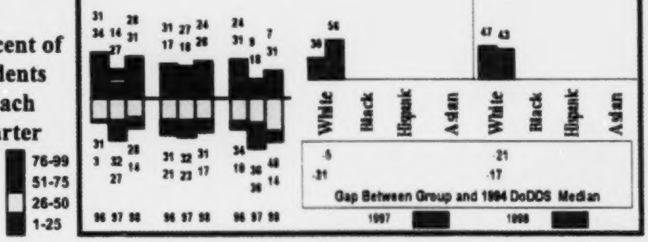
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Parents completed surveys in November and April. Phone calls were made and letters were sent personally to parents inviting them to our staff development inservices. Several parents attended staff development programs throughout the school year. Increasing volunteers and their recognition within the school was a priority.

Grade 3

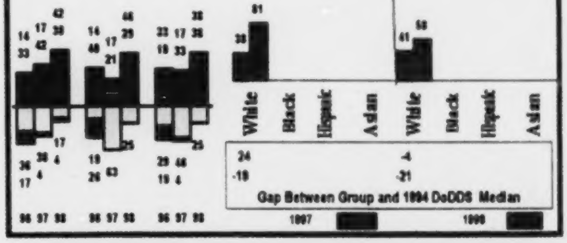
1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	55.5	55	42	59	39
District	57.4	60.9	50.0	58.2	51.2
DoDDS	57.1	61.4	50.5	57.2	53.4
Nation	50	50	50	50	50
# Students	29	29	29	29	29

Percent of Students in Each Quarter



Grade 4

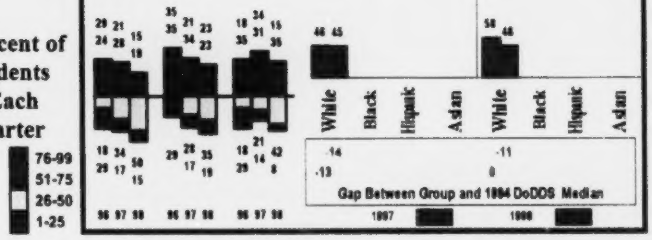
1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	71.5	70.5	69.3	60	47.3
District	61.9	60.9	60.6	56.3	58.1
DoDDS	65.1	62.8	63.6	61	61.2
Nation	50	50	50	50	50
# Students	24	24	24	24	24



Grade 5

1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	47	47	51.2	45.8	43.7
District	64.6	59.4	63.4	55.9	59.5
DoDDS	67.5	63.4	66.1	61	63.2
Nation	50	50	50	50	50
# Students	26	26	26	26	26

Percent of Students in Each Quarter



SAT Results		School	District	DoDDS	Nation
% Participating	97	NA	59%	63%	41%
	98	NA	53%	62%	43%
Math Avg Score	97	NA	483	505	511
	98	NA	466	505	512
Verbal Avg Score	97	NA	510	515	505
	98	NA	494	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Gelnhausen ES
CMR 465
APO AE 09076-0005

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49-6051-13011/2

DoDEA Writing Assessment

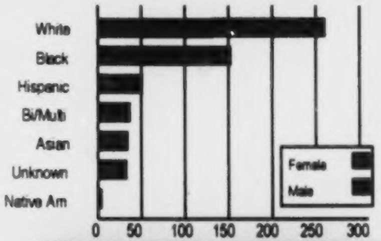
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	6	Met	17%	83%	0%	0%	0%
5	97	28	Not Met	29%	43%	18%	7%	4%
5	98	27	Met	15%	78%	4%	4%	0%

Wiesbaden, Germany

Department of Defense Education Activity
General H.H. Arnold High School (9-12)
1997/98 School Profile
Olaf Zwicker, Principal

School Characteristics

Student Enrollment - 561



Special Programs			
Grade Offered	Program		
PK-12	Special Education	46	8%
K-8	TAG	N/A	N/A
K-12	ESL	6	1%
1	Reading Recovery	N/A	N/A
7-12	AVID	36	▨
AP Courses Offered		11	▨
Students Taking AP Courses		69	31%

Grade	
9	172
10	164
11	121
12	104
Total	561

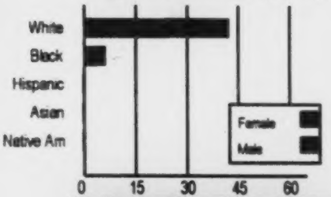
Sponsor Affiliation	
Marine	1%
Army	61%
Navy	<.5%
Air Force	10%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	27%
Non-US Civilians	1%

Teacher Experience

Years	Teachers
New	0
1-3	4
4-6	7
7-10	8
> 10	25

Mobility Rate
27% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	2
Classroom Teachers	35
Special Education	4
Other Professionals	4.5

Teacher Education

Degree	% Teachers
BA/BS	22 %
MA/MS	69 %
Doctorate	8 %

Principal's Highlights

General HH Arnold High School serves the needs of 600 students who are primarily dependents of military personnel in Wiesbaden, Darmstadt, and Rhein Main Germany. The school promotes close ties with parents, the local community, military leadership, and student organizations. Representatives of these groups join with staff members as an integral part of the School Improvement Team.

A broad-based curriculum offers vocational education, tech prep, and college preparation, including AVID. Programs for learning-impaired students are available for all levels of disability. HH Arnold combines a program of inclusion with special consideration for individual needs. Advanced Placement courses are offered in English, Calculus, Biology, US History, US Government, Art, and foreign languages. Telecommunications courses are available for students with special interests. HH Arnold runs an eight-block daily schedule.

Approximately 70% of our graduates attend college and 10% opt for military careers. Recent graduates have been accepted at Yale, Princeton, Brown, Vanderbilt, Northwestern, Penn, Illinois, Hampton, Colorado School of Mines, Texas A&M, Morehead, Bethune-Cookman, Holy Cross, the Air Force Academy, Cal Poly, Wake Forest, Duke, and William and Mary.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97/98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Writing assessment holistic scoring (Fall 1997) showed a decline in writing proficiency. The action plan was revised to include a school-wide rubric, which is also included in next year's Student Agenda and Parent Handbook. Reinforcement of research skills was included in the action plan.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

A subcommittee of teachers worked closely with selected minority males who had failed one or more courses the first quarter. A Mentor program was initiated and will assist faculty to help reduce the achievement gap in math and science. Plans for SY 1998-99 include moving seminar to the last period of the day to facilitate the mentor program's sponsors' ability to assist students.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Efforts were made to improve communication of student progress between teachers, parents, students and administration through the increased use of Integrade or other forms of computer gradebooks. A parent workshop is planned for the beginning of next school year on how to interpret the computer gradesheet.

Benchmark 10.8: Establish Technology for teachers and administrators

The school-wide LAN is nearing completion; faculty LAN training sessions are planned for next year. Technology training sessions for all faculty was held during in-service days; these will continue next school year. Faculty points of contact for specific software (e.g. Power Point) were identified.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.9	3.7	3.9
Co-Supporters	3.4	3.3	3.5
Co-Learners	3.3	3.1	3.1
Co-Teachers	3.8	3.4	3.5
Co-Advisors	3.5	3.2	3.3
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

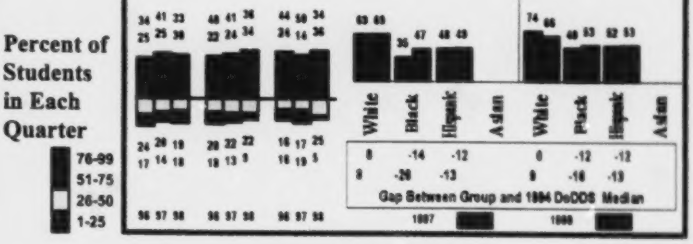
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

Family workshops focusing on motivation, college, homework, the agenda book, and the writing rubric were offered to parents periodically during the school year. Parent newsletter was redesigned to add a parent response portion and highlighted opportunities for parent involvement. Third quarter Celebrate Success Day was designed to recognize parent volunteers.

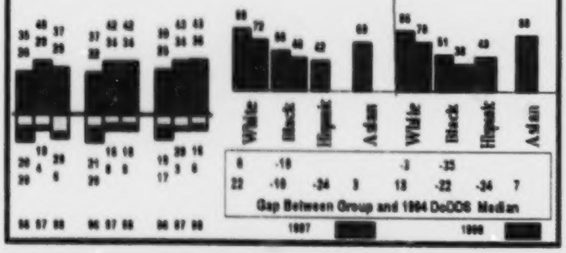
Grade 9

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	61.5	63.8	65.3	58	59.7
District	61.5	61.5	62.5	54.1	56.2
DoDDS	70.8	68.4	68.8	64.9	62.9
Nation	50	50	50	50	50
# Students	152	152	153	153	152



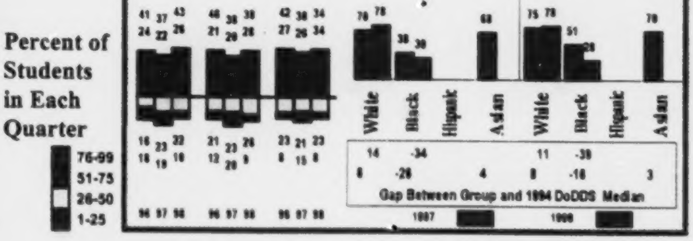
Grade 10

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	65.5	69.5	68.6	64.4	61.7
District	69.1	68.8	68.3	60.9	60.5
DoDDS	70.1	70.5	70.7	68.7	67
Nation	50	50	50	50	50
# Students	140	140	141	141	139



Grade 11

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	68.8	66	65.9	54.5	59.5
District	64.0	60.1	65.3	49.0	57.7
DoDDS	69.9	69	69	65.4	66.5
Nation	50	50	50	50	50
# Students	106	106	108	108	106



SAT Results		School	District	DoDDS	Nation
% Participating	97	62%	59%	63%	41%
	98	60%	53%	62%	43%
Math Avg Score	97	499	483	505	511
	98	468	466	505	512
Verbal Avg Score	97	520	510	515	505
	98	492	494	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Gen HH Arnold HS
UNIT 29647
APO AE 09096-0005

DSN Phone: 337-6236/6237
Fax Number: 49-611-700357
Commercial Phone:
49-611-718131

DoDEA Writing Assessment

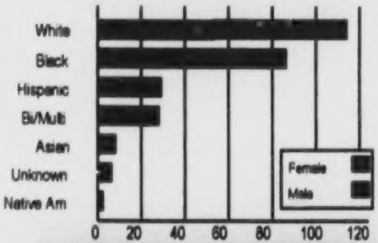
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
10	96	130	Met	38%	38%	19%	5%	1%
10	97	125	Met	45%	31%	18%	3%	2%
10	98	134	Met	46%	37%	11%	5%	2%

Giessen,
Germany

Department of Defense Education Activity
Giessen Elementary School (K-6)
1997/98 School Profile
David Russell, Principal

School Characteristics

Student Enrollment - 273



Special Programs			
Grade Offered	Program		
PK-12	Special Education	38	14%
K-8	TAG	31	11%
K-12	ESL	2	1%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

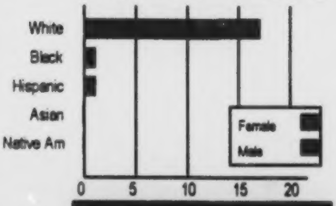
Grade	
K	45
1	47
2	49
3	40
4	31
5	34
6	27
Total	273

Sponsor Affiliation	
Marine	<.5%
Army	96%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	4%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	0
1-3	0
4-6	1
7-10	2
> 10	17

Mobility Rate
58% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	1
Classroom Teachers	12
Special Education	1.5
Other Professionals	3

Teacher Education	
Degree	% Teachers
BA/BS	25 %
MA/MS	70 %
Doctorate	5 %

Principal's Highlights

Giessen Elementary School educates diverse population of students including: learning disabled, English as a Second Language, communication impaired from Sure Start to 6th grade. The Home School Partnership continues to increase opportunities for parents as co-leaders and co-supporters. The active School Advisory Committee (SAC) and Parent\Teacher\Student Association (PTSA) are models of School Home Partnership. The NCA visitation team validated all benchmarks last year. Following their guidelines and the suggestions from teachers and parents the new goals to meet the benchmarks are features to the right.

Staffing increased to a full-time Information Specialist and the collaborative effects of the staff are generating a push to excel in these goals. The regeneration of parent participation in the SAC and the PTSA has made this effort a community one. The matching of each activity to the strategic goals has sharpened our teams and increased our ability to obtain our goals.

The staff and parents are continuing to commit the combined talents and resources to appropriate education. We are a school where each student reaches the fullest possible potential in an atmosphere of acceptance, common respect and trust. In this school all learning is honored.

DoDEA Strategic Plan: School Improvement Implementation School Year 97/98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Our specific focus in this area is writing across the curriculum to increase students' proficiency in writing skills. The four-point rubric continues to set the standard for student writing. This year the rubric has been given to students and parents to further increase the awareness of effective writing. In addition, many of our strategies are directly related to Literacy Place.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

In an effort to narrow the achievement between racial/ethnic/gender groups in math, our focus this year is on applied problem-solving skills in mathematics. Using our Mathland program and supplemental materials we will reinforce skills though inclusion, small groups, and cooperative learning instruction.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

The School Home Partnership at Giessen ES is strong. This year we are focusing on the co-learning and co-supporting tiers. Parents have been surveyed to provide input to the SILT teams on how we can more effectively promote these tiers. Parents are involved in classrooms, they are encouraged to teach and participate in technology training and parent-nights are planned.

Benchmark 10.8: Establish Technology for teachers and administrators

In an effort to go beyond our current technology successes, we are striving to utilize computers to advance the academic curriculum. Teachers collaborate with the Talented and Gifted teachers and Informational Specialist to integrate technologies into the daily studies of the students. High expectations have been set for the assessment goals.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	4.0	3.7	3.9
Co-Supporters	3.9	3.3	3.5
Co-Learners	3.6	3.1	3.1
Co-Teachers	3.9	3.4	3.5
Co-Advisors	3.6	3.2	3.3

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

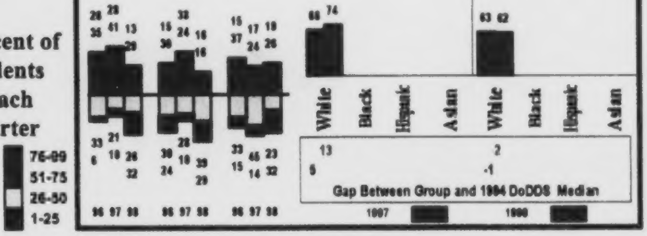
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

A pre- and post-test survey was given to parents regarding communication. The school had an increase in the number of parents volunteering and increase in the number of parents attending the school sponsored "Parent's Day" workshop. Other activities include a health fair, conference day, a "Parent Center," a parent forum and a school activities calendar.

Grade 3

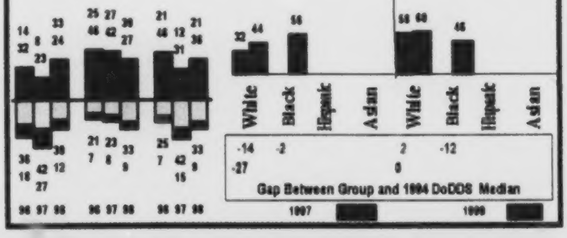
1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	37	42	44	49	49
District	57.4	60.9	50.0	58.2	51.2
DoDDS	57.1	61.4	50.5	57.2	53.4
Nation	50	50	50	50	50
# Students	31	31	31	31	31

Percent of Students in Each Quarter



Grade 5

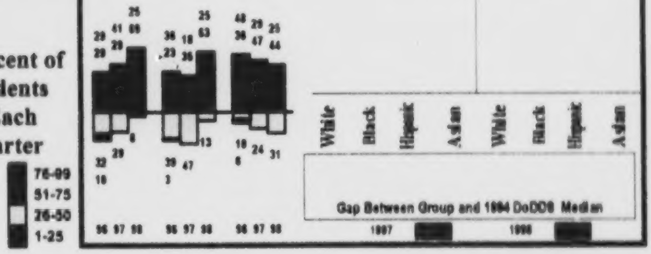
1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	64	58.3	56	46.3	50
District	64.6	59.4	63.4	55.9	59.5
DoDDS	67.5	63.4	66.1	61	63.2
Nation	50	50	50	50	50
# Students	33	33	33	33	33



Grade 6

1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	64	70.5	53.5	57.5	63.7
District	56.8	60.7	55.7	53.8	57.3
DoDDS	62.7	65.2	64.7	62	64.9
Nation	50	50	50	50	50
# Students	16	16	16	16	16

Percent of Students in Each Quarter



SAT Results		School	District	DoDDS	Nation
% Participating	97	NA	59%	63%	41%
	98	NA	53%	62%	43%
Math Avg Score	97	NA	483	505	511
	98	NA	466	505	512
Verbal Avg Score	97	NA	510	515	505
	98	NA	494	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Giessen ES
UNIT 20911
APO AE 09169

DSN Phone: 343-7248/6690
Fax Number: 49-641-48333
Commercial Phone:
49-641-46265

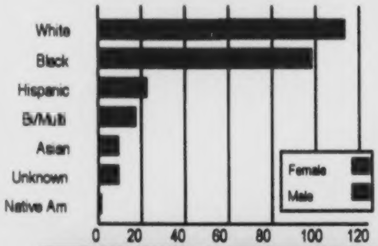
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	27	Met	37%	52%	7%	4%	0%
5	97	26	Met	38%	62%	0%	0%	0%
5	98	24	Met	4%	92%	4%	0%	0%

Giessen,
Germany

Department of Defense Education Activity
Giessen Middle/High School (7-12)
1997/98 School Profile
Carol J. Kuzmick, Principal

School Characteristics

Student Enrollment - 269



Grade	
7	60
8	49
9	61
10	46
11	31
12	22
Total	269

Sponsor Affiliation	
Marine	<.5%
Army	90%
Navy	<.5%
Air Force	1%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	9%
Non-US Civilians	<.5%

Special Programs

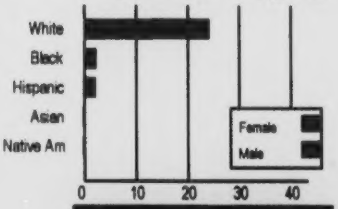
Grade Offered	Program		
PK-12	Special Education	27	10%
K-8	TAG	N/A	N/A
K-12	ESL	2	1%
1	Reading Recovery	N/A	N/A
7-12	AVID	10	▨
AP Courses Offered		5	▨
Students Taking AP Courses		20	38%

Teacher Experience

Years	Teachers
New	0
1-3	0
4-6	1
7-10	3
> 10	20

Mobility Rate
40% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	2
Classroom Teachers	20.5
Special Education	3
Other Professionals	3.5

Teacher Education

Degree	% Teachers
BA/BS	31 %
MA/MS	65 %
Doctorate	4 %

Principal's Highlights

Giessen High School staff members have fully subscribed to school-wide improvement. This past year, the entire staff served in some capacity to assist in the school improvement process. Committee members are looking at school-wide vision statements and implementing strategies in their individual benchmark areas to ensure success for all.

Recommendations from the NCA visit have been reviewed, and in some cases changes have already been implemented. Many parents and community leaders are taking active roles in assisting Giessen High School to obtain our goals and to keep our vision statement clearly in focus. A great deal of personal pride was observed by committee members working on individual benchmarks during the year.

Other highlights:

- All staff members participated in scoring the writing samples.
- Staff members feel more comfortable with the technology already in place.
- Math mastery for all grades was piloted. The success of this program will not be measurable until this fall.
- School-Home Partnership is becoming a household term with more and more subscribers.
- School-wide management is everybody's concern

DoDEA Strategic Plan: School Improvement Implementation
School Year 97/98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

We developed a school-wide writing assessment, and helped train the staff in applying the assessment rubric. Teachers submitted checklists and artifacts monthly. An analysis was made of the pre- and post-assessment results. Results reveal that writing has improved across all grade levels, except for a slight decrease in the 9th grade class.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Teachers administered a survey to determine students' attitudes regarding mathematics. Cornell notes were introduced to teachers and students as an effective learning tool. The administration and teachers instituted a policy of 80% or better achievement for success in all math classes.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

School Improvement Leadership Team meetings were held each month. The Benchmark Chairs reported on the various activities within their committees. Suggestions were made for ½ day staff development days. Parents and a student shared in the decision-making. Other effective means of communication were cc: mail, parent newsletters, phone calls and bulletins.

Benchmark 10.8: Establish Technology for teachers and administrators

Two surveys were administered to assess the comfort level and knowledge of the staff with the various technologies that are available. Results showed a 10 to 15% increase in comfort level and use of various technologies. This was accomplished by providing the staff with inservice training and on-site support.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	3.2	3.7	3.9
Co-Supporters	2.8	3.3	3.5
Co-Learners	3.2	3.1	3.1
Co-Teachers	2.9	3.4	3.5
Co-Advisors	3.3	3.2	3.3
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

Goal 8: Parental Participation

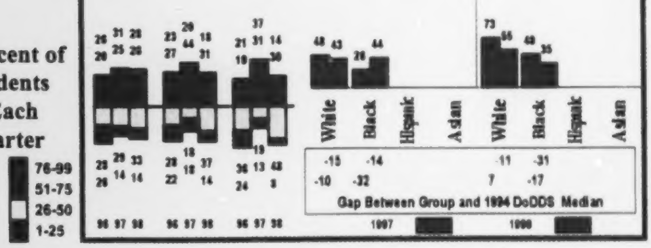
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

A pre- and post-test survey was given to parents regarding communication. The school had an increase in the number of parents volunteering and an increase in the number of parents attending the school sponsored "Parent's Day" workshop. Other activities included a health fair, conference day, a "Parent Center," a parent forum and a school activities calendar.

Grade 7

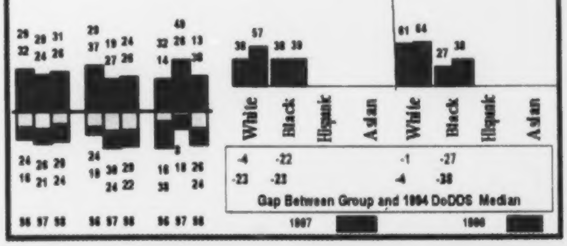
1998 Median Percentiles for:	**Benchmark 3.1**			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
School	53	50	46.5	43	50
District	61.4	56.7	57.3	50.7	57.7
DoDDS	68.6	64.6	65.9	59.9	64.9
Nation	50	50	50	50	50
# Students	51	51	50	50	50

Percent of Students in Each Quarter



Grade 9

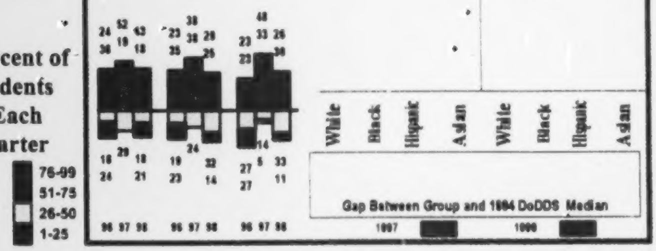
	Benchmark 3.1			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
	56	49	50.8	47	45
	61.5	61.5	62.5	54.1	56.2
	70.8	68.4	68.8	64.9	62.9
	50	50	50	50	50
	55	55	55	57	57



Grade 11

1998 Median Percentiles for:	**Benchmark 3.1**			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
School	66	55.5	58	39	46
District	64.0	60.1	65.3	49.0	57.7
DoDDS	69.9	69	69.	65.4	66.5
Nation	50	50	50	50	50
# Students	28	28	27	29	37

Percent of Students in Each Quarter



SAT Results		School	District	DoDDS	Nation
% Participating	97	39%	59%	63%	41%
	98	59%	53%	62%	43%
Math Avg Score	97	426	483	505	511
	98	461	466	505	512
Verbal Avg Score	97	499	510	515	505
	98	478	494	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Giessen HS
UNIT 20911
APO AE 09169

DSN Phone: 343-7259/7333
Fax Number: 49-641-492359
Commercial Phone:
49-641-48576

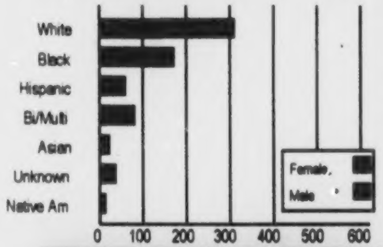
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	96	49	Not Met	12%	35%	35%	14%	2%
8	97	64	Not Met	23%	44%	20%	8%	5%
8	98	48	Not Met	15%	23%	35%	21%	6%
10	96	28	Met	14%	61%	21%	4%	0%
10	97	33	Not Met	21%	24%	27%	21%	6%
10	98	36	Met	22%	53%	22%	3%	0%

Wiesbaden,
Germany

Department of Defense Education Activity
Hainerberg Elementary School (PK-5)
1997/98 School Profile
Meren James, Principal

School Characteristics

Student Enrollment - 683



Special Programs			
Grade Offered	Program		
PK-12	Special Education	117	17%
K-8	TAG	32	5%
K-12	ESL	45	7%
1	Reading Recovery	16	14%
7-12	AVID	N/A	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

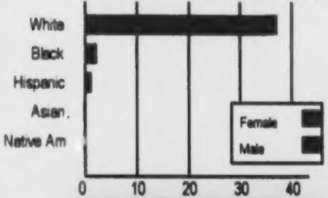
Grade	
PreK	29
K	135
1	113
2	111
3	129
4	91
5	75
Total	683

Sponsor Affiliation	
Marine	<.5%
Army	80%
Navy	<.5%
Air Force	5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	16%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	0
1-3	1
4-6	0
7-10	1
> 10	40

Mobility Rate
49% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	26.5
Special Education	7.5
Other Professionals	9.5

Teacher Education	
Degree	% Teachers
BA/BS	22 %
MA/MS	73 %
Doctorate	5 %

Principal's Highlights

Hainerberg Elementary School supports a diverse student population. In addition to core curriculum, TAG, ESL, Reading Recovery, LI and Comp. Ed. are offered. Problem solving, cooperative learning and self discipline all prepare our students to be life long learners. Hainerberg Elementary School has progressed this year in initiatives to increase student achievement. This was begun by forming a Diversity Team of parents, teachers and administrators in collaboration with Margery Ginsberg. The School-Home Partnership initiative was expanded into a school based Family Center with weekly instruction by parents and teachers.

Each Wednesday, the media center and computer lab are open to families until 6:00. The Media Center provided the Read Across America Program, yet another opportunity for community involvement. A partnership highlight was the schoolwide participation in the Martin Luther King, Jr. "Kindness and Justice Challenge", which garnered for HES national recognition as a State Champion. Additionally, parents have formed a German Club and teachers have formed an Amigos Homework Club. The Technology initiative was realized through a LAN pentium lab with a collaborative model for infusing technology.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

We continue to utilize authentic assessment for writing. Existing writing rubrics were refined. Student writing samples using a school-wide prompt were collected in Fall 97 and Spring 98. These were graded holistically using the prescribed rubrics. All HES teachers participated in the holistic grading sessions. Results of these assessments will be used to plan future training.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

An authentic math assessment was administered in Fall 97 and Spring 98 for grades K and 1. Improvement was demonstrated in both grade levels. Grades 2 through 5 administered the Goals Test in both Fall 97 and Spring 98. Students in grades 2 through 5 had an average of a 3.85 point gain from Fall to Spring. Family math was provided to community members.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Hainerberg Elementary communicated with its stakeholders through classroom newsletters; radio and TV announcements; bi-weekly newsletters; email; PTO and SAC meetings. Announcements and information were also available to the community in the Family Room.

Benchmark 10.8: Establish Technology for teachers and administrators

Hainerberg has established two computer labs, a networked media center and is currently completing the installation of networked Pentium computers in every classroom. Instruction in a variety of technology related topics, computer usage, and instructional practices have been offered by the HES staff to fellow staff members, students and community members.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.6	3.7	3.9
Co-Supporters	3.4	3.3	3.5
Co-Learners	3.1	3.1	3.1
Co-Teachers	3.4	3.4	3.5
Co-Advisors	3.3	3.2	3.3

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

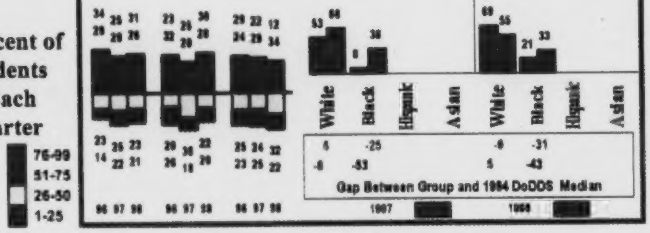
Through the efforts of our School Diversity Committee, a Family Room was created within our school to facilitate volunteerism and school-home partnership. Instruction was offered to the community in a variety of topics by the staff and faculty of HES. An active PTO and SAC were critical in the continued involvement of parents at Hainerberg.

Grade 3

1998 Median Percentiles for:

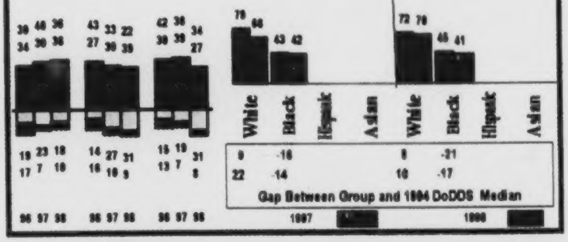
	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	56	58.7	49.8	58.3	48
District	57.4	60.9	50.0	58.2	51.2
DoDDS	57.1	61.4	50.5	57.2	53.4
Nation	50	50	50	50	50
# Students	106	106	106	106	106

Percent of Students in Each Quarter



Grade 4

	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	62	57.5	60.8	53.5	58
District	61.9	60.9	60.6	56.3	58.1
DoDDS	65.1	62.8	63.6	61	61.2
Nation	50	50	50	50	50
# Students	78	78	77	78	77

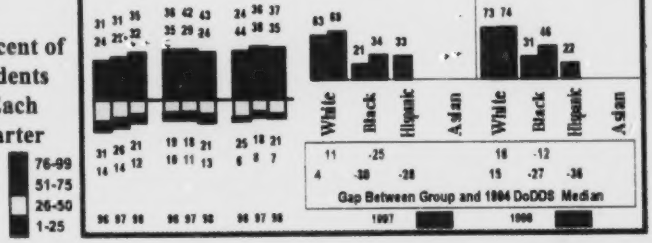


Grade 5

1998 Median Percentiles for:

	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	68.5	67.7	69	59	60.5
District	64.6	59.4	63.4	55.9	59.5
DoDDS	67.5	63.4	66.1	61	63.2
Nation	50	50	50	50	50
# Students	68	68	68	67	68

Percent of Students in Each Quarter



SAT Results					
		School	District	DoDDS	Nation
% Participating	97	NA	59%	63%	41%
	98	NA	53%	62%	43%
Math Avg Score	97	NA	483	505	511
	98	NA	466	505	512
Verbal Avg Score	97	NA	510	515	505
	98	NA	494	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

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APO AE 09096-0005

DSN Phone: 337-5160/5873
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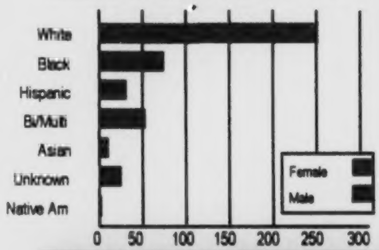
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	84	Met	19%	58%	21%	1%	0%
5	97	80	Met	29%	61%	6%	4%	0%
5	98	62	Met	13%	84%	2%	0%	2%

Frankfurt, Germany

Department of Defense Education Activity
Halvorsen-Tunner Elementary/Middle School (PK-8)
1997/98 School Profile
Ophelia Phillips, Principal

School Characteristics

Student Enrollment - 439



Special Programs			
Grade Offered	Program		
PK-12	Special Education	53	12%
K-8	TAG	62	14%
K-12	ESL	1	<.5%
1	Reading Recovery	4	7%
7-12	AVID	25	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

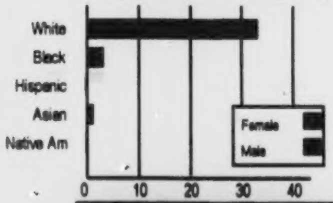
Grade	
PreK	6
K	61
1	58
2	54
3	62
4	47
5	46
6	36
7	28
8	41
Total	439

Sponsor Affiliation	
Marine	2%
Army	31%
Navy	3%
Air Force	54%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	9%
Non-US Civilians	1%

Teacher Experience	
Years	Teachers
New	1
1-3	2
4-6	2
7-10	2
> 10	23

Mobility Rate
28% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	20
Special Education	4
Other Professionals	6.5

Teacher Education	
Degree	Teachers
BA/BS	37 %
MA/MS	63 %
Doctorate	0 %

Principal's Highlights

Halvorsen-Tunner E/M School, located at Rhein Main Air Base, Germany, serves a population of over 400 students, grades preK-8. The school's educational program focuses on equity for all students and the involvement of students, parents, teachers, and community members in the educational process.

Student achievement is facilitated through classroom instruction, as well as specialist instruction in technology, foreign languages, art, music, physical education, and AVID. Special needs students are supported through the inclusion model. Enrichment is fostered through various groups, such as the National Junior Honor Society, Student Council, Computer Club, Writers' Club, Outdoor Education/Science Club, and musical groups.

In support of student achievement, particular emphasis has been placed on adherence to national/DoDEA educational standards, the integration of technology into all curricular areas, the implementation of Literacy Place, and the involvement of parents and other community members. Parent volunteers contribute time and expertise in all aspects of the educational day, and the 64th Replacement Battalion and other military members have served as classroom readers and support for the Luftbruecke celebration.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97/98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies.

Strategies selected for social studies utilized school-wide programs, cross-curricular problem-solving and writing activities, and cooperative groups. Activities included student-generated products and displays, museums, and the Berlin Luftbruecke 50th Anniversary school celebration. Spring, 1998, data indicated an increase in students scoring higher (3*4*5) on a scale of 1(low)-5.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Strategies for math focused on creative problem-solving and written response. In support of the math standards, activities included the Mathland/Interactive Math programs, Continental Mathematics League, Math Olympiads, and MathCounts. GOALS Assessment, double-entry journals, and student surveys spring, 1998, data indicated a narrowed achievement gap.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Effective communication for students, parents, and community members was established through monthly school newsletters, school bulletins, classroom letters, and school and community bulletin board displays (including notices of student achievement). Parents on the SILT conveyed information, and the innovative SIP newsletter conveyed Benchmark Committee activities.

Benchmark 10.8: Establish Technology for teachers and administrators

Technology is integrated into all aspects of the curriculum through utilization of the new Pentium lab (25), class and lab instruction for all students, and the after school Computer Club. Classroom teachers (19) will receive a Pentium by end of year. Inservice has been provided on Internet and various software. The spring, 1998, student survey indicated an increase in use and confidence.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.8	3.7	3.9
Co-Supporters	3.1	3.3	3.5
Co-Learners	2.9	3.1	3.1
Co-Teachers	3.5	3.4	3.5
Co-Advisors	3.0	3.2	3.3

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

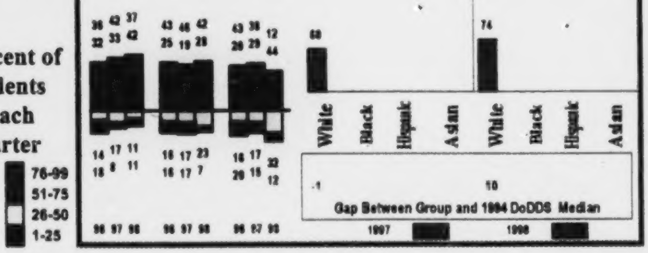
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Parents supported through SAC, PTSA, Just for Parents Night, Open House, conferences, portfolio parties, Science Fair, Book Fair, Read Across America Day, and the Luftbruecke celebration. Parents participated in the Benchmark Committees and various workshops. Community photographic and journalistic displays highlighted SHP. A needs survey was conducted at spring registration.

Grade 3

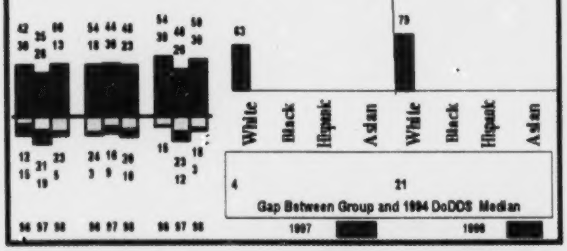
	Benchmark 3.1			Benchmark 4.2	
1998 Median Percentiles for:	Read	Lang	Soc Stdy	Math	Science
School	64.6	70.7	54	70.7	61.8
District	57.4	60.9	50.0	58.2	51.2
DoDDS	57.1	61.4	50.5	57.2	53.4
Nation					
# Students	57	57	57	57	57

Percent of Students in Each Quarter



Grade 5

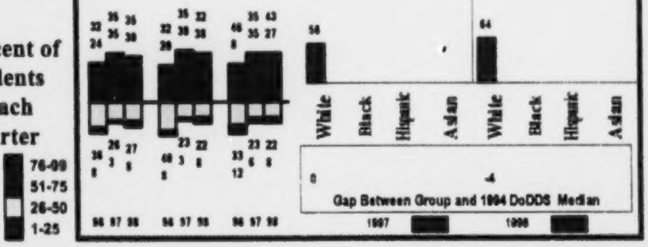
	Benchmark 3.1			Benchmark 4.2	
1998 Median Percentiles for:	Read	Lang	Soc Stdy	Math	Science
School	79	68.5	75	67	71.5
District	64.6	59.4	63.4	55.9	59.5
DoDDS	67.5	63.4	66.1	61	63.2
Nation					
# Students	40	40	40	40	40



Grade 8

	Benchmark 3.1			Benchmark 4.2	
1998 Median Percentiles for:	Read	Lang	Soc Stdy	Math	Science
School	63	65	71	63.7	70.3
District	46.4	54.0	50.6	49.1	47.8
DoDDS	59.8	64.3	62.7	61.3	60.7
Nation					
# Students	37	37	37	37	37

Percent of Students in Each Quarter



SAT Results					
		School	District	DoDDS	Nation
% Participating	97	NA	59%	63%	41%
	98	NA	53%	62%	43%
Math Avg Score	97	NA	483	505	511
	98	NA	466	505	512
Verbal Avg Score	97	NA	510	515	505
	98	NA	494	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Halvorsen-Tunner E/MS
Unit 7565
APO AE 09050-0005

DSN Phone: 330-6272/6350
Fax Number: 49-69-693610
Commercial Phone:
49-69-69-2373

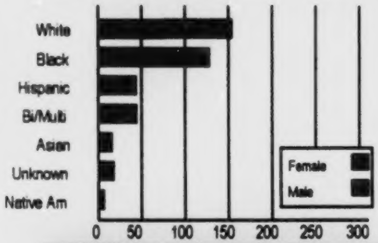
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	35	Met	34%	60%	6%	0%	0%
5	97	42	Met	43%	52%	0%	5%	0%
5	98	43	Met	16%	77%	7%	0%	0%
8	96	31	Not Met	19%	36%	32%	10%	0%
8	97	31	Not Met	10%	64%	13%	13%	0%
8	98	39	Not Met	18%	38%	33%	10%	0%

Hanau,
Germany

Department of Defense Education Activity
Hanau Middle School .(6-8)
1997/98 School Profile
Linda L. McCauley, Principal

School Characteristics

Student Enrollment - 405



Grade	
6	149
7	134
8	122
Total	405

Sponsor Affiliation	
Marine	<.5%
Army	96%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	4%
Non-US Civilians	<.5%

Special Programs

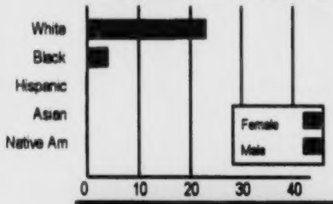
Grade Offered	Program		
PK-12	Special Education	31	8%
K-8	TAG	N/A	N/A
K-12	ESL	19	5%
1	Reading Recovery	N/A	N/A
7-12	AVID	31	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	1
1-3	3
4-6	5
7-10	4
>10	17

Mobility Rate
32% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	2
Classroom Teachers	23
Special Education	1.5
Other Professionals	3.5

Teacher Education

Degree	% Teachers
BA/BS	39 %
MA/MS	57 %
Doctorate	4 %

Principal's Highlights

In support of the technology benchmark, 10.8, Hanau Middle School has completed its 2nd of a 3-year technology project (1st ARPA/CAETI & 2nd NSF/TERC Model School's) that placed 2 multimedia computers connected to a school-wide LAN and the Internet in each teacher's classroom. A majority of the teachers attended project workshops in Aviano, Italy and\or Hanau, Germany to develop Computer Technology Implementation Plans (C-TIPs) for the use of technology in their curriculum. Evidence of this can be seen throughout the classrooms in extended research, writing, graphing and problem solving to support student learning.

HAMS has continued its participation in the HIT (Hanau Implementation Team) to manage its technology initiatives. Student events such as "Oliver with a Little Twist", Merchant of Venice", Honors Band Festival, Talent Show, Intramural Invitational Tournaments are examples.

District events like Foreign Language Festival, Mathcounts, and Writing Symposium and an active after school sports program enhance student achievement. Parent volunteerism has increased this year and the school has created a Parent Center to support this effort.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

The committee gathered and distributed rubric packets to the staff at the winter faculty meeting. English teachers integrated writing as a regular part of their curriculum, prepared the students for the writing assessment throughout the year, and worked with the students on how to address all aspects of essay questions. Students maintained homework sheets or calendars.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

During the school year we created projects that show areas where math is used daily. We started a "Do you have a Problem" contest consisting of real world and logic problems. Teachers across the curriculum emphasize where math is used in their field. The fall Goals Pretest showed a 4% ethnic gap between 6th and 8th grade. In the spring, the scores improved.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Monthly management council meetings, daily grade level team meetings, monthly faculty meetings, and daily bulletins sent through CCMail allow for effective faculty communication. SAC, PTSA, IAC, Principal's newsletter and Elective newsletter provide parent/community communication.

Benchmark 10.8: Establish Technology for teachers and administrators

Students are using technology in all subjects and all grade levels as part of the curriculum. The media center is available to parents and students weekly. Teachers have focused on project-based integration of technology into the entire middle school curriculum. Through staff development teachers have learned to better utilize the available technology.

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Average Ratings of SIP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	3.3	3.7	3.9
Co-Supporters	3.1	3.3	3.5
Co-Learners	3.4	3.1	3.1
Co-Teachers	3.3	3.4	3.5
Co-Advisors	3.0	3.2	3.3

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

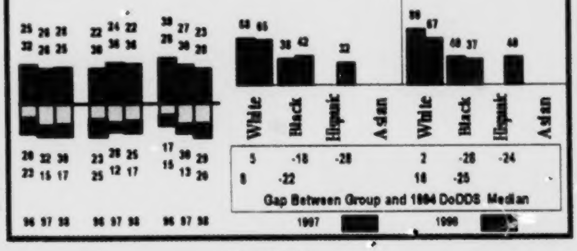
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

The faculty of Hanau American Middle School has committed themselves to promoting active parent involvement in various events such as technology day, staff development workshops, educator conferences, and activities of specific subject matter classes. Mass media has been used to invite community members to aforementioned events. A parent resource room is established.

Grade 6

1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	52	56.6	52.7	52.3	56
District	56.8	60.7	55.7	53.8	57.3
DoDDS	62.7	65.2	64.7	62	64.9
Nation	50	50	50	50	50
# Students	136	136	137	137	137

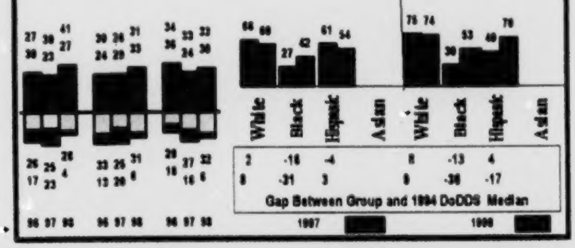
Percent of Students in Each Quarter



76-99
51-75
26-50
1-25

Grade 7

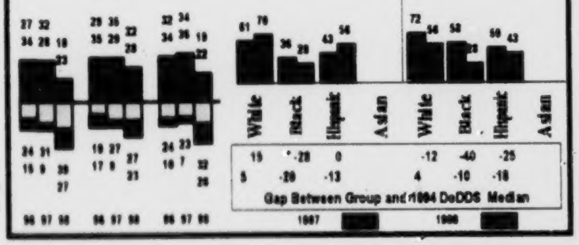
1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	67.7	60.4	62.3	52.7	63.3
District	61.4	56.7	57.3	50.7	57.7
DoDDS	68.6	64.6	63.9	59.9	64.9
Nation	50	50	50	50	50
# Students	128	128	128	129	129



Grade 8

1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	39.4	49	44.4	42	39.7
District	46.4	54.0	50.6	49.1	47.8
DoDDS	59.8	64.3	62.7	61.3	60.7
Nation	50	50	50	50	50
# Students	107	107	107	107	107

Percent of Students in Each Quarter



76-99
51-75
26-50
1-25

SAT Results		School	District	DoDDS	Nation
% Participating	97	NA	59%	63%	41%
	98	NA	53%	62%	43%
Math Avg Score	97	NA	483	505	511
	98	NA	466	505	512
Verbal Avg Score	97	NA	510	515	505
	98	NA	494	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

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DoDEA Writing Assessment

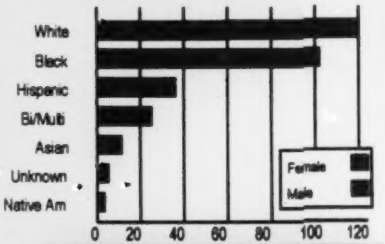
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	96	111	Not Met	15%	41%	33%	11%	0%
8	97	114	Met	42%	41%	8%	7%	2%
8	98	99	Met	26%	50%	19%	2%	2%

Hanau,
Germany

Department of Defense Education Activity
Hanau High School (9-12)
1997/98 School Profile
Sandra R. Matthys, Principal

School Characteristics

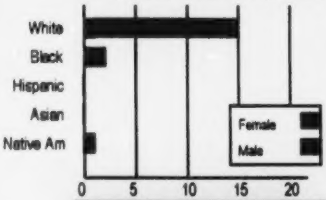
Student Enrollment - 302



Grade	
9	109
10	79
11	52
12	62
Total	302

Sponsor Affiliation	
Marine	<.5%
Army	83%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	16%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program		
PK-12	Special Education	18	6%
K-8	TAG	N/A	N/A
K-12	ESL	11	4%
1	Reading Recovery	N/A	N/A
7-12	AVID	17	▨
AP Courses Offered		5	▨
Students Taking AP Courses		52	46%

Teacher Experience

Years	Teachers
New	1
1-3	1
4-6	1
7-10	0
> 10	21

Mobility Rate
38% Per Year

School Staff

Category	FTE
Administrators	2
Classroom Teachers	23.5
Special Education	3
Other Professionals	3

Teacher Education

Degree	% Teachers
BA/BS	29 %
MA/MS	68 %
Doctorate	3 %

Principal's Highlights

Hanau High School is in its third and final year of participation as a model School in a National Science Foundation project and will continue, as a participant in the Presidential Technology Initiative, to incorporate the use of technology into the curriculum and classroom practices.

The number of parents coming to the school to utilize the available technology has increased. Parent workshops to train parents to use the Model School Software Toolkit have provided parents the opportunity to develop their computer skills and to understand more fully what their students were doing in completing assigned projects.

Writing across the curriculum is a high priority here at the school. Pre and post assessments show that school wide student writing skills have increased with the sophomores and juniors leading the way.

Block scheduling continues to be positively viewed by parents, faculty and students. The extended period provided students the opportunity for longer periods of uninterrupted time to complete laboratory exercises and assigned computer research projects.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97/98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Writing across the curriculum has been an emphasis since 1992. All pre/post student writing samples were scored by all faculty. Rubric analysis shows growing writing proficiency with all grades moving into the above average range.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Cross-curricular integration of mathematical thinking continues to be positively perceived by students sampled on a school-wide climate survey. Faculty received in-service training in Problem-Solving, learning Strategies, and Culturally Responsive Teaching.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Communication avenues have increased with the publication of e-mail addresses of faculty and new WEB pages on Internet.

Benchmark 10.8: Establish Technology for teachers and administrators

Surveys continue to show increased use of technology across curriculum. Parents and community members have been encouraged to attend and to participate in Families and Technology workshops.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	3.5	3.7	3.9
Co-Supporters	3.1	3.3	3.5
Co-Learners	3.1	3.1	3.1
Co-Teachers	2.5	3.4	3.5
Co-Advisors	2.7	3.2	3.3

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

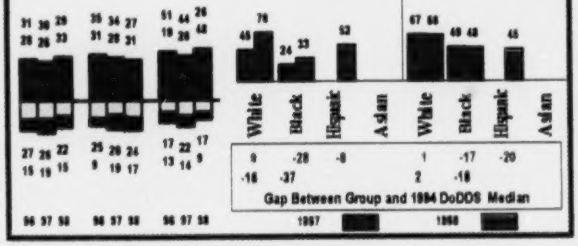
DoDEA Site-Based Self-Evaluation 1997 shows visible progress toward a school-home partnership. Survey data show parents continue to see academic achievement as the school's top priority, feel welcome in our school, and believe that administrators deal with problems in a tactful manner.

Grade 9

1998 Median Percentiles for:	**Benchmark 3.1**			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
School	63.3	59.8	64.4	50.2	55
District	61.5	61.5	62.5	54.1	56.2
DoDDS	70.8	68.4	68.8	64.9	62.9
Nation	50	50	50	50	50
# Students	99	99	99	99	99

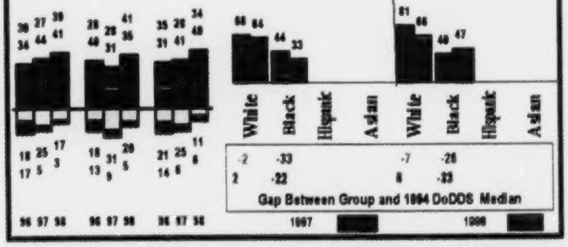
Percent of Students in Each Quarter

76-99
51-75
26-50
1-25



Grade 10

1998 Median Percentiles for:	**Benchmark 3.1**			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
School	71	70	70.4	56.5	60.7
District	69.1	68.8	68.3	60.9	60.5
DoDDS	70.1	70.5	70.7	68.7	67
Nation	50	50	50	50	50
# Students	66	66	65	66	66

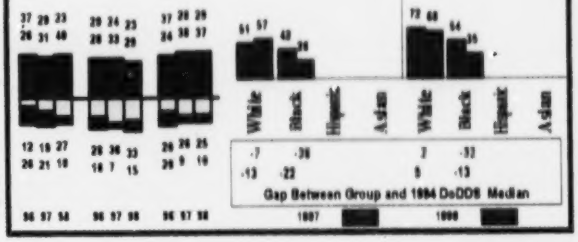


Grade 11

1998 Median Percentiles for:	**Benchmark 3.1**			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
School	55.3	53.5	65.7	45.3	57
District	64.0	60.1	65.3	49.0	57.7
DoDDS	69.9	69	69	65.4	66.5
Nation	50	50	50	50	50
# Students	52	52	52	52	52

Percent of Students in Each Quarter

76-99
51-75
26-50
1-25



SAT Results		School	District	DoDDS	Nation
% Participating	97	64%	59%	63%	41%
	98	39%	53%	62%	43%
Math Avg Score	97	470	483	505	511
	98	462	466	505	512
Verbal Avg Score	97	493	510	515	505
	98	509	494	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Hanau HS
UNIT 20193
APO AE 09165-0017

DSN Phone: 322-8714/8165
Fax Number: 49-6181-574840
Commercial Phone:
49-6181-55711/52676

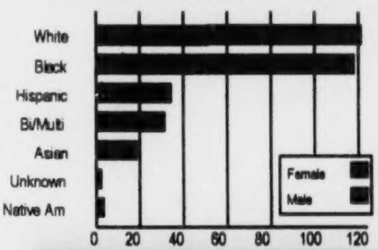
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
10	96	76	Not Met	20%	46%	21%	12%	1%
10	97	60	Not Met	27%	47%	23%	3%	0%
10	98	58	Met	41%	43%	12%	2%	2%

Hanau,
Germany

Department of Defense Education Activity
Sportfield Elementary School (PK-5)
1997/98 School Profile
Eric G. Gentry, Principal

School Characteristics

Student Enrollment - 326



Grade	
PreK	1
K	59
1	72
2	60
3	43
4	47
5	44
Total	326

Sponsor Affiliation	
Marine	<.5%
Army	100%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	<.5%
Non-US Civilians	<.5%

Special Programs

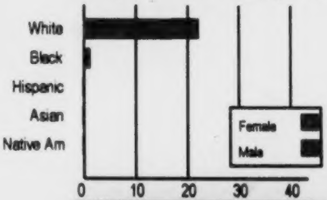
Grade Offered	Program		
PK-12	Special Education	25	8%
K-8	TAG	25	8%
K-12	ESL	14	4%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	1
1-3	1
4-6	1
7-10	0
> 10	19

Mobility Rate
48% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	1
Classroom Teachers	15
Special Education	2
Other Professionals	5.5

Teacher Education

Degree	% Teachers
BA/BS	8 %
MA/MS	92 %
Doctorate	0 %

Principal's Highlights

Sportfield Elementary School is a K-5 school in Hanau, Germany, which provides an excellent education for the children of military personnel. The school has a strong relationship with our students' parents and many of these parents are actively involved with the schools as members of the PTA, SILT, SSAC, Weekly Family Night, and the Hanau Implementation Team (Model Schools project) as well as being volunteers in the classrooms.

The students are a diverse group with several ethnic groups represented. Sportfield offers L.I., ESL and TAG in addition to a strong core general education program. Throughout the curriculum, students are taught problem solving both as it relates to the subject matter as well as in their personal relationships.

Much experience with modern technology has been provided as a result of the school's involvement with the ARPA/CAETI and the NSF Model Schools project. As a result of these experiences and the cooperative efforts of a remarkable staff, interested parents, and involved military community, technology has been thoroughly infused throughout the curriculum.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

The reading program has continued to show progress towards encouraging students reading for pleasure. Programs such as Sustained Silent Reading, all-school reading contests, community and/or peer reading partners, the use of technology-enhanced book reporting, and integrating commercially-available reading software programs have all contributed to this success.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

The math GOALS Testing Program was used in the Fall and Spring of SY '97 - '98 to ascertain student growth in ten conceptual areas. Recently compiled data indicate significant increases in grades 2, 3, and 5. A lesser increase was shown in grade 4 as their Fall scores were already at a higher level. Minority groups showed consistent progress between the Fall and the Spring testing.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Since the inception of the ARPA/CAETI, and then, later, the TERC technology infusion, communication among Sportfield's consituencies has continued to improve. Communication has taken place on a more frequent and regular basis, because both the hardware is readily available to all participants; and, there continues to be strong technological support from the DSO staff.

Benchmark 10.8: Establish Technology for teachers and administrators

The Sportfield faculty has continued to make use of their staff development days to further their computer proficiencies. The NT lab has been used on a regular basis by Sportfield students during the school day and by their parents, when workshops were offered to the community during the year. Showcasing use of computers in the classroom is done on a yearly basis on Technology Day.

Average Ratings of SIIP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	3.8	3.7	3.9
Co-Supporters	3.5	3.3	3.5
Co-Learners	3.2	3.1	3.1
Co-Teachers	3.3	3.4	3.5
Co-Advisors	3.4	3.2	3.3

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

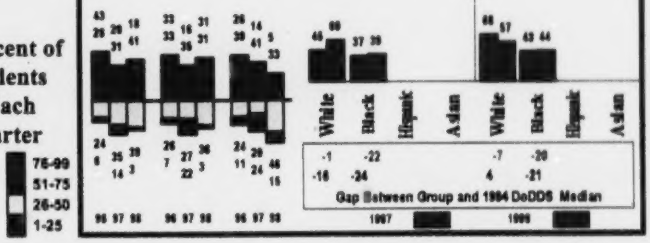
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

Opportunities for school-home partnerships increased both qualitatively and quantitatively in SY '97-98. A weekly Family Fun Club that met in the evenings brought in all family members to involve them in school-related activities. The SILT organized and began an aggressive volunteer recruitment program that included training as one of its components.

Grade 3

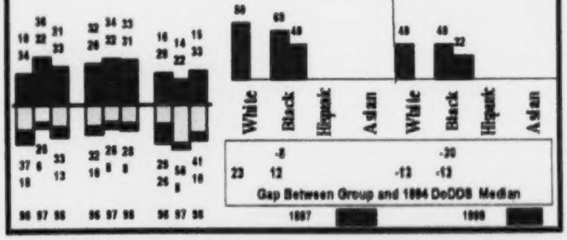
1998 Median Percentiles for:	**Benchmark 3.1** Read	Lang	Soc Stdy	**Benchmark 4.2** Math	Science
School	55.7	65.3	46	46.7	51
District	57.4	60.9	50.0	58.2	51.2
DoDDS	57.1	61.4	50.5	57.2	53.4
Nation	50	50	50	50	50
# Students	39	39	39	39	39

Percent of Students in Each Quarter



Grade 4

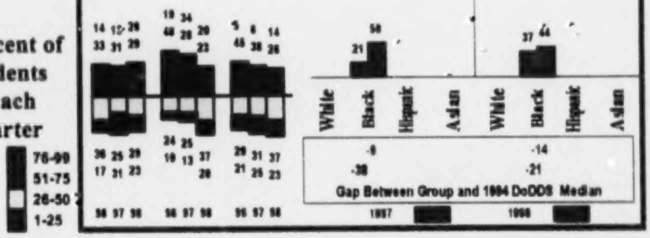
1998 Median Percentiles for:	**Benchmark 3.1** Read	Lang	Soc Stdy	**Benchmark 4.2** Math	Science
School	52.7	68	50	59	40.7
District	61.9	60.9	60.6	56.3	58.1
DoDDS	65.1	62.8	63.6	61	61.2
Nation	50	50	50	50	50
# Students	39	39	39	39	39



Grade 5

1998 Median Percentiles for:	**Benchmark 3.1** Read	Lang	Soc Stdy	**Benchmark 4.2** Math	Science
School	50	45	43	46	41.3
District	64.6	59.4	63.4	55.9	59.5
DoDDS	67.5	63.4	66.1	61	63.2
Nation	50	50	50	50	50
# Students	35	35	35	35	35

Percent of Students in Each Quarter



SAT Results		School	District	DoDDS	Nation
% Participating	97	NA	59%	63%	41%
	98	NA	53%	62%	43%
Math Avg Score	97	NA	483	505	511
	98	NA	466	505	512
Verbal Avg Score	97	NA	510	515	505
	98	NA	494	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Sportfield ES
UNIT 20193, BOX 0014
APO AE 09165-0014

DSN Phone: 322-8600/8990
Fax Number: 49-6181-574727
Commercial Phone:
49-6181-55989

DoDEA Writing Assessment

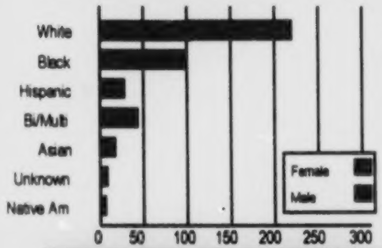
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	51	Met	26%	55%	16%	2%	0%
5	97	32	Met	22%	62%	9%	3%	3%
5	98	34	Met	3%	91%	6%	0%	0%

Wiesbaden, Germany

Department of Defense Education Activity
Wiesbaden Middle School (6-8)
1997/98 School Profile
Marion Scott Hendrick, Principal

School Characteristics

Student Enrollment - 418



Grade	
6	159
7	130
8	129
Total	418

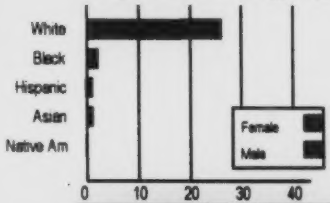
Sponsor Affiliation	
Marine	<.5%
Army	74%
Navy	<.5%
Air Force	4%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	21%
Non-US Civilians	<.5%

Special Programs			
Grade Offered	Program		
PK-12	Special Education	47	11%
K-8	TAG	30	7%
K-12	ESL	7	2%
1	Reading Recovery	N/A	N/A
7-12	AVID	23	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Years	Teachers
New	0
1-3	0
4-6	0
7-10	2
> 10	30

Mobility Rate
30% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	26.5
Special Education	3.5
Other Professionals	3

Teacher Education	
Degree	% Teachers
BA/BS	21 %
MA/MS	73 %
Doctorate	6 %

Principal's Highlights

Wiesbaden American Middle School offers a complete mid-level scholastic, elective and exploratory program for students in grades 6-8. The facilities at WAMS consist of three computer laboratories, a computerized media center, advanced business-industrial technology laboratory, home economics lab, art center, band room, spacious and well equipped classrooms, and modern gymnasium.

The faculty is organized in grade level and exploratory teams who meet daily for interdisciplinary coordination and conferring, as necessary, with parents and students. This structure promotes innumerable opportunities for parents and teachers to work together to obtain productive results for students.

Parental involvement is high. With the newly organized parent center at the hub of activity, parents are participating in all facets of school life. They organize, attend, and chaperone activities and events, provide refreshments at awards assemblies, help in classrooms, assist in media center projects, and serve as co-teachers/ facilitators for many of our special programs

With the community participating in the school, students recognize their worth and strive to fulfill their full potentials.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

To increase proficiency in Writing and Language Arts we have promoted writing across the curriculum. Teachers have emphasized the use of our writing rubric to heighten student awareness of what constitutes good writing. Students have participated in SAVVY and community essay contests. Writing is also incorporated in Prime-time activities.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

After being introduced to the Ginsberg Framework for Culturally Responsive Teaching, heightened awareness of the needs of all students have prompted teachers to try new strategies. As a staff we have experienced an improvement in student motivation and participation.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Monthly newsletters are hand-carried home. Comment postcards are used by each team to spotlight positive student behaviors. Parents were recruited to help implement the SAVVY program (Students Against Violence and Victimization of Youth). Staff communication takes place via Daily bulletins, Faculty Council meetings, team meetings, SILT and Diversity team meetings.

Benchmark 10.8: Establish Technology for teachers and administrators

This year our focus has been on introducing new software packages and techniques to teachers. We have designated one Monday a month as technology Monday. During these sessions we have included introductions to PowerPoint, Word 97, use of CCMail, use of WEB browsers for conducting research and use of Integrade for teacher recordkeeping.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	3.8	3.7	3.9
Co-Supporters	3.7	3.3	3.5
Co-Learners	3.2	3.1	3.1
Co-Teachers	3.4	3.4	3.5
Co-Advisors	3.3	3.2	3.3

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

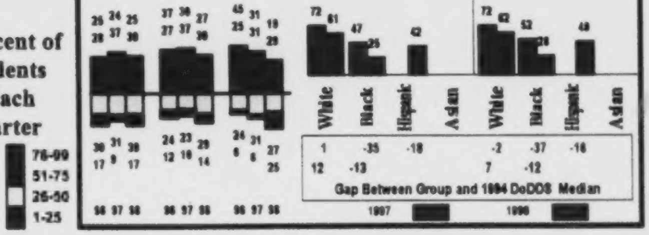
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

One of our greatest accomplishments for this school year has been the imple-mentation of a parent volunteer program. A dedicated room for parents has been set up as a focal meeting point. Parents sign up to help with activities as well as in classrooms. They also organize Saturday trips, assist in scoring writing assessments, and serve as members of our Diversity Team.

Grade 6

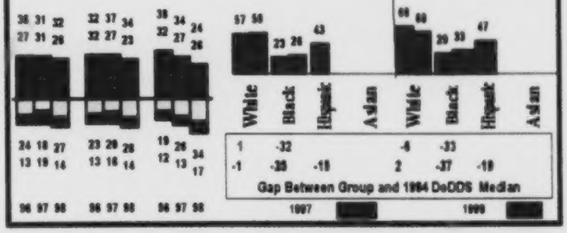
1998 Median Percentiles for:	**Benchmark 3.1** Read	Lang	Soc Stdy	**Benchmark 4.2** Math	Science
School	54	57.7	47.6	51	53
District	56.8	60.7	55.7	53.8	57.3
DoDDS	62.7	65.2	64.7	62	64.9
Nation	50	50	50	50	50
# Students	139	139	139	139	139

Percent of Students in Each Quarter



Grade 7

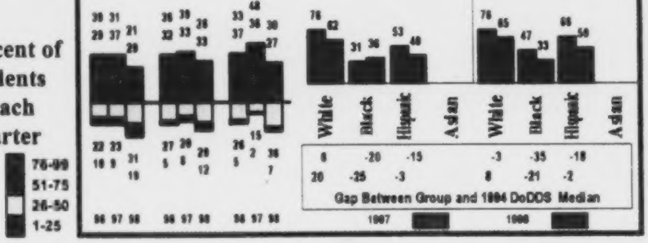
1998 Median Percentiles for:	**Benchmark 3.1** Read	Lang	Soc Stdy	**Benchmark 4.2** Math	Science
School	56.3	53.7	50	48.8	49.3
District	61.4	56.7	57.3	50.7	57.7
DoDDS	68.6	64.6	65.9	59.9	64.9
Nation	50	50	50	50	50
# Students	125	125	125	124	126



Grade 8

1998 Median Percentiles for:	**Benchmark 3.1** Read	Lang	Soc Stdy	**Benchmark 4.2** Math	Science
School	50.4	54.6	55.3	50	46
District	46.4	54.0	50.6	49.1	47.8
DoDDS	59.8	64.3	62.7	61.3	60.7
Nation	50	50	50	50	50
# Students	114	114	114	113	114

Percent of Students in Each Quarter



SAT Results		School	District	DoDDS	Nation
% Participating	97	NA	59%	63%	41%
	98	NA	53%	62%	43%
Math Avg Score	97	NA	483	505	511
	98	NA	466	505	512
Verbal Avg Score	97	NA	510	515	505
	98	NA	494	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Wiesbaden MS
UNIT 29647
APO AE 09096-0005

DSN Phone: 337-6251/6258
Fax Number: 49-611-723496
Commercial Phone:
49-611-721182

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	96	95	Not Met	23%	44%	31%	2%	0%
8	97	93	Met	28%	48%	18%	5%	0%
8	98	112	Met	22%	56%	18%	4%	0%

SECTION F

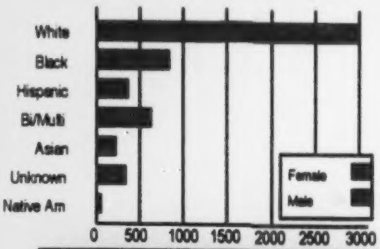
DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

ITALY DISTRICT
1997-1998

Department of Defense Education Activity
Italy District (PK-12)
1997/98 District Profile
Candace Ransing, Superintendent

District Characteristics

Student Enrollment - 5,290



Special Programs			
Grade Offered	Program		
PK-12	Special Education	493	9%
K-8	TAG	229	5%
K-12	ESL	123	2%
1	Reading Recovery	20	4%
7-12	AVID	72	
AP Courses Offered		22	
Students Taking AP Courses		101	29%

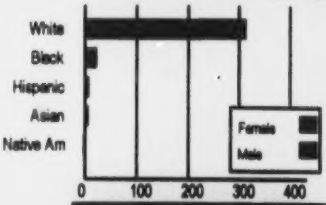
Grade	
PreK	58
K	554
1	564
2	584
3	557
4	476
5	444
6	425
7	414
8	330
9	285
10	251
11	188
12	160
Total	5290

Sponsor Affiliation	
Marine	<.5%
Army	18%
Navy	42%
Air Force	32%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	7%
Non-US Civilians	<.5%

Teacher Experience	
Years	# Teachers
New	14
1-3	22
4-6	30
7-10	36
> 10	288

Mobility Rate
39% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	21.5
Classroom Teachers	299.5
Special Education	30.5
Other Professionals	65

Teacher Education	
Degree	Teacher
BA/BS	28 %
MA/MS	68 %
Doctorate	3 %

Superintendent's Highlights

School year 97/98 data revealed that district students exceeded the 3.1 Benchmark goal for the DoDEA Writing Assessment.

The strategy of directly involving parents from Gaeta Elementary School resulted in a major reduction of the minority student achievement gap.

New Naples Elementary and High Schools were opened in August 1997. NATO funded the construction of an elementary school and a high school for the Aviano community that will open in the year 2000.

Continued district support of technology integration into the classroom for students resulted in both Aviano and Vicenza schools being selected as Presidential Technology Initiative (PTI) sites.

President Clinton recognized the DoDEA Principal of the Year, Edward Drozdowski of Naples ES.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97/98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

All K-6 teachers completed DoDEA Learning Levels for the Reading Language Arts Program. Lead Teachers provided staff development using over 20 different learning options. Teacher surveys indicate that more than 90% are prepared to implement Literacy Place. More than 76% of the students scored at the Proficient or Distinguished Levels of the Writing Assessment.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Site-based training in math standards and adopted materials was provided for all elementary teachers new to the curriculum. Of the district's 7-12 math teachers, 85% participated in workshops on standards-based instruction and/or the integration of graphing technology. Student performance in math and science on the 1997 TerraNova showed an upward trend over 1996.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Monthly Parent Newslines, teacher newsletter, AFN spots, and Commanders' Updates were disseminated on topics such as Literacy Place, math, school improvement,and Music In Our Schools. A district template was implemented for parent newsletters. DILT, SAC, and email provided avenues for stakeholder input. These district communications doubled.

Benchmark 10.8: Establish Technology for teachers and administrators

The district provided all administrators with new NT workstations. Administrators received training on this new systems and associated software. Over 92% of the district schools participated in Lead Teacher Training for Technology Integration. Lead teachers then conducted follow-up staff development on technology integration into the curriculum.

Average Ratings of SHP Progress		
Tier	**District**	**DoDDS**
Co-Communicators	3.8	3.9
Co-Supporters	3.4	3.5
Co-Learners	3.1	3.1
Co-Teachers	3.5	3.5
Co-Advisors	3.4	3.3
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation		

Goal 8: Parental Participation

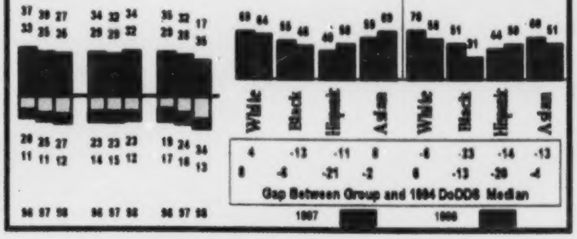
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

The five-tier model with a special focus on co-learning and co-teaching was fully implemented in all schools. District training centered on mentor programs and community partnerships. Gaeta, a Navy community, participated in the DoDEA SHP Community Component Pilot. The Italy District Leadership Team consisted of students, parents, active duty personnel, and teachers.

Grade 3

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
District	59.7	63.1	51.6	59.2	53.0
DoDDS	57.1	61.4	50.5	57.2	53.4
Nation	50	50	50	50	50
# Students	522	522	520	522	520

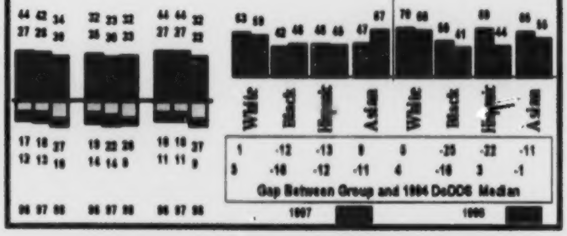
Percent of Students in Each Quarter



76-99
51-75
26-50
1-25

Grade 7

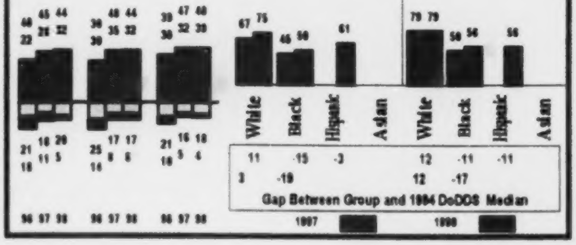
1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
District	62.9	62.6	60.3	56.4	61.6
DoDDS	68.6	64.6	65.9	59.9	64.9
Nation	50	50	50	50	50
# Students	390	390	390	392	392



Grade 11

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
District	70.4	71.6	70.5	65.0	68.2
DoDDS	69.9	69	69	65.4	66.5
Nation	50	50	50	50	50
# Students	174	174	174	174	173

Percent of Students in Each Quarter



76-99
51-75
26-50
1-25

SAT Results	Yr	District	DoDDS	Nation
% Participating	97	71%	63%	41%
	98	64%	62%	43%
Math Avg Score	97	496	505	511
	98	498	505	512
Verbal Avg Score	97	509	515	505
	98	519	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

DoDDS-Italy District
Attn: Candace Ransing
Unit 31401, Box 11
APO AE 09630-0005

DSN Phone: 634-8460
Fax Number: 39-0444-302-541
Commercial Phone:
39-0444-518-460

DoDEA Writing Assessment

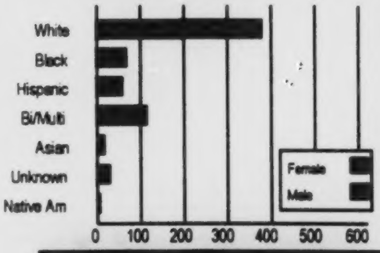
				Percent at Each Performance Level				
Grade	**Yr**	**Number Tested**	**Benchmark Criteria** **75% => Proficient**	**Distinguished**	**Proficient**	**Apprentice**	**Novice/ Undeveloped**	**Not Scoreable**
5	96	447	Met	26%	55%	16%	3%	1%
5	97	412	Met	28%	61%	5%	3%	3%
5	98	424	Met	17%	75%	7%	0%	1%
8	96	325	Not Met	19%	38%	36%	6%	1%
8	97	314	Met	31%	45%	16%	6%	2%
8	98	308	Met	33%	48%	13%	6%	0%
10	96	212	Met	26%	52%	19%	3%	0%
10	97	214	Met	42%	37%	15%	3%	2%
10	98	231	Met	40%	38%	15%	7%	0%

Aviano,
Pordenone
(Italy)

Department of Defense Education Activity
Aviano Elementary School (PK-6)
1997/98 School Profile
Joel K. Hansen, Principal

School Characteristics

Student Enrollment - 650



Special Programs			
Grades Offered	Program		
PK-12	Special Education	88	14%
K-8	TAG	59	9%
K-12	ESL	23	4%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

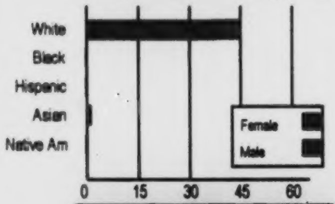
Grade	
PreK	18
K	92
1	99
2	107
3	90
4	95
5	91
6	58
Total	650

Sponsor Affiliation	
Marine	<.5%
Army	1%
Navy	<.5%
Air Force	96%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	3%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	0
1-3	3
4-6	5
7-10	9
> 10	27

Mobility Rate
49% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	29
Special Education	7
Other Professionals	8

Teacher Education	
Degree	Teachers
BA/BS	35 %
MA/MS	61 %
Doctorate	4 %

Principal's Highlights

Nestled against the base of the Italian Alps, Aviano Elementary School (AES) continues to provide the foremost of educational programs to its students.

AES continues its successful volunteer program with over 150 volunteers, including parents and military community members participating in all facets of the school's programs.

The 31st Medical Group continues as the AES partner in the community Adopt-A-School program.

AES is committed to Closing the Achievement Gap by developing strategies through our School Improvement process.

We have continued our Model School Vanguard for Learning Technology Project, working with DARPA and the National Science Foundation.

The Odyssey of the Mind program has continued to grow, expanding to several schools in Italy. The all Italy competition was successfully held in Aviano this year.

The addition of a TAG teacher has fostered high interest programs such as the Herofest and Science Fest '98.

The combining of our SAC with our school SILT has been both positive and beneficial to the students, staff and parents of AES.

DoDEA Strategic Plan/School Improvement Implementation
School Year 97/98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Students in grades 2-4 needing assistance in reading/language arts and not receiving intervention were identified by classroom teachers. Direct instruction was then provided 2 times a week, by the reading specialist in skills addressed in the TerraNova.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

CTBS results from last year indicated a significant gap in our current 4th grade population. The math liaison met with these teachers to devise specific strategies to improve performance in unmastered areas. Our 4th grade teachers piloted this process for the remainder of the year. Our goal will be to significantly improve mastery outcomes by June of 1999.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Common planning time will be established to allow grade levels to communicate on a regular basis. Alternate school scheduling will also be investigated. Parent newsletters have been very effective as a means of communicating with parents and community members. A cooperative relationship has been developed between the school and the local AFN station.

Benchmark 10.8: Establish Technology for teachers and administrators

All staff took advantage of existing relevant technology to aid instruction. Class/student-authored stories, books, and projects using a variety of techniques and technology were created this school year. Every student in grade 3-6 is involved in keyboarding instruction.

Average Rating of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	4.3	3.8	3.9
Co-Supporters	4.1	3.4	3.5
Co-Learners	3.7	3.1	3.1
Co-Teachers	4.2	3.5	3.5
Co-Advisors	3.8	3.4	3.3

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

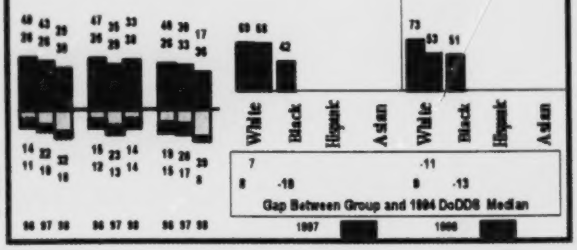
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Implementation of School/Home/Community links with various participants. Community and parents were involved in assisting with curriculum and the development growth of academic areas. Project Based Learning, an interdisciplinary approach, was highly successful with parent involvement of learning, using technology as a vehicle.

Grade 3

1998 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	60.3	64.5	52	66.3	52.3
District	59.7	63.1	51.6	59.2	53.0
DoDDS	57.1	61.4	50.5	57.2	53.4
Nation	50	50	50	50	50
# Students	84	84	84	84	84

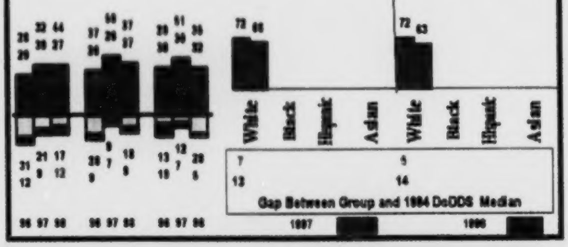
Percent of Students in Each Quarter



76-99
51-75
26-50
1-25

Grade 5

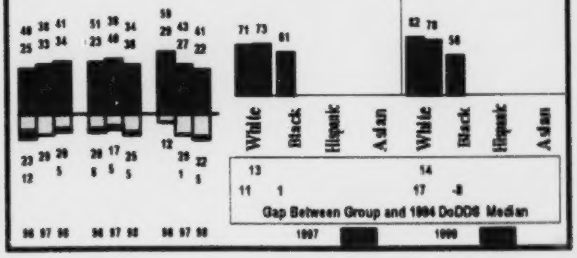
1998 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	71.8	65.3	62	64	63.3
District	68.0	63.5	65.8	61.3	64.1
DoDDS	67.5	63.4	66.1	61	63.2
Nation	50	50	50	50	50
# Students	82	82	81	82	82



Grade 6

1998 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	68	63	66	62.5	70
District	64.5	66.5	66.6	66.5	69.1
DoDDS	62.7	65.2	64.7	62	64.9
Nation	50	50	50	50	50
# Students	59	59	59	58	59

Percent of Students in Each Quarter



76-99
51-75
26-50
1-25

SAT Results		School	District	DoDDS	Nation
% Participating	97	NA	71%	63%	41%
	98	NA	64%	62%	43%
Math Avg Score	97	NA	496	505	511
	98	NA	498	505	512
Verbal Avg Score	97	NA	509	515	505
	98	NA	519	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Aviano ES
UNIT 6210 BOX 180
APO AE 09604

DSN Phone: 632-5283
Fax Number: 39-0434-665064
Commercial Phone:
39-0434-660921

DoDEA Writing Assessment

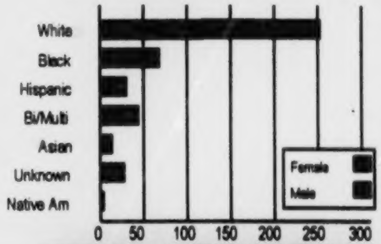
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	71	Not Met	7%	62%	24%	6%	1%
5	97	53	Met	30%	58%	4%	8%	0%
5	98	83	Met	18%	80%	2%	0%	0%

Aviano, Pordenone (Italy)

Department of Defense Education Activity
Aviano High School (7-12)
1997/98 School Profile
Lavonne Tawney, Principal

School Characteristics

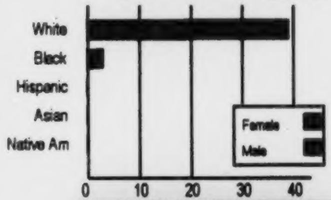
Student Enrollment - 438



Grade	
7	105
8	81
9	75
10	69
11	53
12	55
Total	438

Sponsor Affiliation	
Marine	<.5%
Army	<.5%
Navy	<.5%
Air Force	89%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	10%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program		
PK-12	Special Education	16	4%
K-8	TAG	N/A	N/A
K-12	ESL	3	1%
1	Reading Recovery	N/A	N/A
7-12	AVID	21	▨
AP Courses Offered		6	▨
Students Taking AP Courses		36	33%

Teacher Experience

Year	Teacher
New	2
1-3	0
4-6	0
7-10	0
> 10	33

Mobility Rate
22% Per Year

School Staff

Category	FTE
Administrators	3
Classroom Teachers	33
Special Education	1
Other Professionals	3

Teacher Education

Degree	Teacher
BA/BS	24 %
MA/MS	73 %
Doctorate	2 %

Principal's Highlights

Aviano High School has established programs, resources and technology to strengthen the SHP through the Aviano for Youth mentorship program, formation of a community band and the Parent Resource Center. Parent involvement through the resource center has resulted in training in technology usage and familiarity with content areas of the curriculum.

Technology continues to play an integral role in student learning. Innovative programs include development of portfolios, the student empowered action team (SEAT) class and a multi-media production class, Studio Production.

Aviano students performed at a high level in the Italy District Solo and Ensemble, Speech and Drama, and Second Language Festivals and DoDDS-Europe Model United States Senate, Honors Music Festival and the Interscholastic Athletic programs.

Aviano's participation in the CATI, Vanguard and Presidential Technology Initiative has provided our students and teachers with access and the opportunity to acquire skills necessary to use current "cutting edge" technologies.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97/98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Strategies focus on improvement of writing skills through a systematic approach to writing essays in content areas following the AVID five-paragraph essay model. Essays were evaluated by a committee of English teachers, using a school developed scoring rubric, to establish a baseline. Benchmark assessments will be used to evaluate writing improvement over two years.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

A learner profile has been developed for students scoring <40 percentile in math on the CTBS. Identified student profiles contain pre/post test scores, attendance, homework record, quarter and semester grades and the number of years the student has attended Aviano High School. Strategies are designed to remediate identified skill gaps through supplemental instruction.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Student portfolios have been instituted into the 11th and 12th grade English classes. All current and incoming junior and senior students have developed a comprehensive portfolio which contains student transcripts, resumes, letters of recommendation, and goals which have become an integral tool for college and job applications. Juniors will update portfolios as part of 12th grade English.

Benchmark 10.8: Establish Technology for teachers and administrators

A student survey was conducted this school year to obtain baseline data on classroom Internet usage. Students reported a high level of time spent on the Internet for research purposes. The information gained from this survey will be used to further enhance the technology opportunities for Aviano High School students.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	3.0	3.8	3.9
Co-Supporters	2.6	3.4	3.5
Co-Learners	2.3	3.1	3.1
Co-Teachers	2.8	3.5	3.5
Co-Advisors	2.8	3.4	3.3
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

Goal 8: Parental Participation

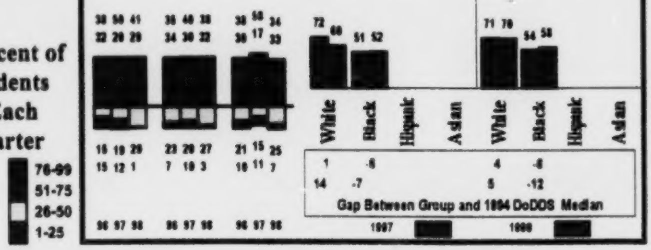
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

The SHP Resource Center has established an important link between the school and community. Textbooks, course outlines, computer training, parenting information and an Internet connection are located in the center. A volunteer coordinator and assistants supervise the center daily and encourages parental use of available information and services.

Grade 7

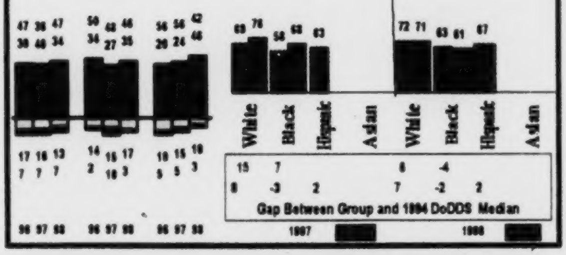
1998 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	68	66.7	64.6	55.5	69
District	62.9	62.6	60.3	56.4	61.6
DoDDS	68.6	64.6	65.9	59.9	64.9
Nation	50	50	50	50	50
# Students	96	96	96	96	96

Percent of Students in Each Quarter



Grade 9

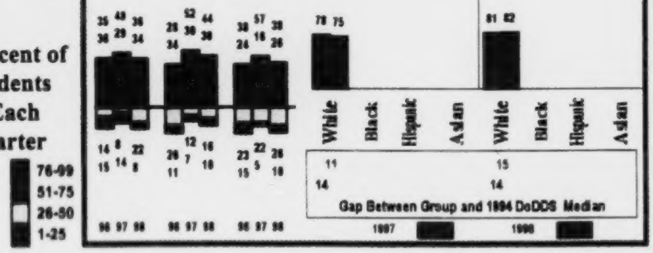
1998 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	73	72.3	69	77	70
District	74.7	71.7	71.0	70.8	67.0
DoDDS	70.8	68.4	68.8	64.9	62.9
Nation	50	50	50	50	50
# Students	77	77	77	77	77



Grade 11

1998 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	68	74	61	62.5	68.5
District	70.4	71.6	70.5	65.0	68.2
DoDDS	69.9	69	69	65.4	66.5
Nation	50	50	50	50	50
# Students	50	50	50	50	50

Percent of Students in Each Quarter



SAT Results		School	District	DoDDS	Nation
% Participating	97	NA	71%	63%	41%
	98	84%	64%	62%	43%
Math Avg Score	97	NA	496	505	511
	98	491	498	505	512
Verbal Avg Score	97	NA	509	515	505
	98	518	519	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Aviano HS
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APO AE 09601-0180

DSN Phone: 632-7256/7287
Fax Number: 39-0434-652410
Commercial Phone:
39-0434-667256

DoDEA Writing Assessment

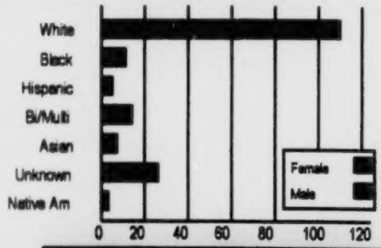
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	96	95	Not Met	17%	37%	36%	10%	1%
8	97	78	Met	37%	42%	15%	4%	1%
8	98	80	Met	32%	56%	11%	0%	0%
10	96	65	Met	26%	54%	14%	6%	0%
10	97	56	Met	52%	23%	20%	4%	2%
10	98	64	Met	52%	34%	9%	5%	0%

Gaeta,
Latium
(Italy)

Department of Defense Education Activity
Gaeta Elementary/Junior High School (K-8)
1997/98 School Profile
Robert Kirkpatrick, Principal

School Characteristics

Student Enrollment - 174



Special Programs			
Grade Offered	Program		
PK-12	Special Education	20	11%
K-8	TAG	N/A	N/A
K-12	ESL	1	1%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

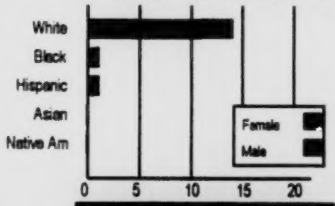
Grade	
K	17
1	32
2	20
3	29
4	15
5	19
6	19
7	14
8	9
Total	174

Sponsor Affiliation	
Marine	2%
Army	2%
Navy	92%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	5%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teacher
New	0
1-3	6
4-6	6
7-10	4
> 10	2

Mobility Rate
36% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	1
Classroom Teachers	11
Special Education	1
Other Professionals	3.5

Teacher Education	
Degree	Teacher
BA/BS	12 %
MA/MS	75 %
Doctorate	12 %

Principal's Highlights

Gaeta American School has had another year of high student achievement as measured by student grades and the CTBS/ Terra Nova nationally normed standardized achievement test.

The implementation of our School Improvement Leadership Team as a "site based management" resource has worked very well. Parents, teachers, students, and military community members have worked together to maximize student achievement within the allocated resources. Cooperative staff decision making has provided a middle school within a school model that works well for student enjoyment and achievement. Each marking period over 40% of our students are either on the "all A" honor roll or on the "A/B" honor roll.

Significant progress is underway for "closing the gap" in minority achievement in mathematics and science. This pilot year for the program has proven that with close parental support and involvement with initiatives geared toward minority students, we can positively impact on student achievement.

Our five-year visit by NCA highlighted the fact that we are a student-centered community of learners

DoDEA Strategic Plan, School Improvement Implementation
School Year 97/98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

We have initiated a "PURE GOLD KID" award program that recognizes students who are: "known for always completing homework on time, self managed in their citizenship values and behavior, and known for working to their full potential." In the 1997- 1998 results on the TerraNova CTBS tests we had no class average score in a curricular area with a score of less than 50%.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Gaeta American School has focused its efforts this year on "closing the gap" in student achievement in the math and science areas for minority students. Careful tracking has shown that almost all minority students have shown significant increases in achievement as demonstrated by standard test scores and grades.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

This year we have successfully brought email and the internet to all classrooms and to the media/ information center. We are connected to the LAN at the NSA Gaeta administration offices and with the USS LaSalle. Our parents are now in much closer contact with teachers and students. Our parent bulletins are transmitted electronically.

Benchmark 10.8: Establish Technology for teachers and administrators

We have installed email, internet, and computers of at least 486 ability to all classrooms. There is a computer lab that most elementary schools only dream of having. Our students demonstrate technology proficiency through publications and internet skills on a weekly basis. Our kids are prepared for the world they are inheriting.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	**4.0**	**3.8**	**3.9**
Co-Supporters	**3.6**	**3.4**	**3.5**
Co-Learners	**3.5**	**3.1**	**3.1**
Co-Teachers	**3.8**	**3.5**	**3.5**
Co-Advisors	**3.6**	**3.4**	**3.3**
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

Goal 8: Parental Participation

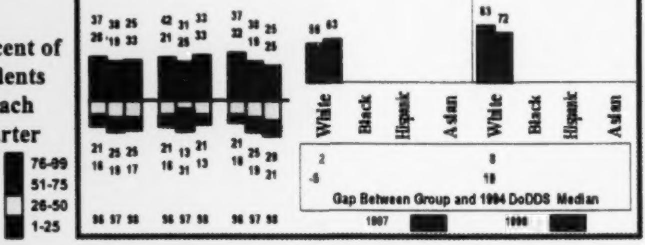
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Our school has a "model program" for the DoDEA School Home Partnership initiative. It works well at our school. Parents report high levels in inclusion as co-decision makers, co-teachers, and co-learners. We have parents who serve on the Italy District committees and DoDEA training sessions.

Grade 3

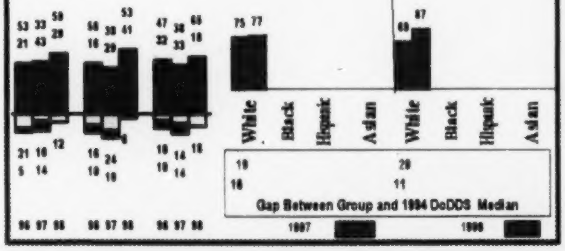
1998 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	54.5	60.5	53.5	53.5	57
District	59.7	63.1	51.6	59.2	53.0
DoDDS	57.1	61.4	50.5	57.2	53.4
Nation	50	50	50	50	50
# Students	24	24	24	24	24

Percent of Students in Each Quarter



Grade 5

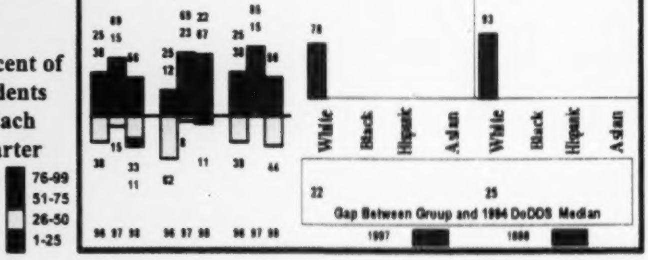
1998 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	79.7	82.7	78	74	80
District	68.0	63.5	65.8	61.3	64.1
DoDDS	67.5	63.4	66.1	61	63.2
Nation	50	50	50	50	50
# Students	17	17	17	17	17



Grade 8

1998 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School					
District	58.0	62.9	58.8	59.6	61.5
DoDDS	59.8	64.3	62.7	61.3	60.7
Nation					
# Students	9	9	9	9	9

Percent of Students in Each Quarter



SAT Results		School	District	DoDDS	Nation
% Participating	97	NA	71%	63%	41%
	98	NA	64%	62%	43%
Math Avg Score	97	NA	496	505	511
	98	NA	498	505	512
Verbal Avg Score	97	NA	509	515	505
	98	NA	519	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

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DoDEA Writing Assessment

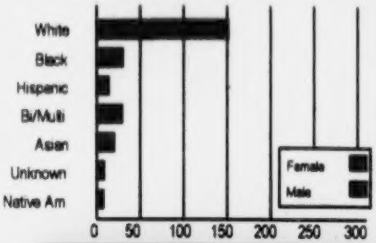
				Percent at Each Performance Level				
Grade	**Yr**	**Number Tested**	**Benchmark Criteria** **75% => Proficient**	**Distinguished**	**Proficient**	**Apprentice**	**Novice/ Undeveloped**	**Not Scoreable**
5	96	18	Met	33%	61%	6%	0%	0%
5	97	20	Met	20%	55%	10%	0%	15%
5	98	17	Met	18%	82%	0%	0%	0%
8	96	8	Not Met	38%	25%	38%	0%	0%
8	97	12	Met	67%	25%	0%	0%	8%
8	98	9	Met	56%	22%	22%	0%	0%

La Maddalena,
Italy

Department of Defense Education Activity
La Maddalena Elementary School (PK-8)
1997/98 School Profile
Kathleen Cummings, Principal

School Characteristics

Student Enrollment - 258



Grade	
PreK	1
K	41
1	35
2	36
3	33
4	21
5	21
6	26
7	28
8	16
Total	258

Sponsor Affiliation	
Marine	<.5%
Army	<.5%
Navy	97%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	3%
Non-US Civilians	<.5%

Teacher Experience

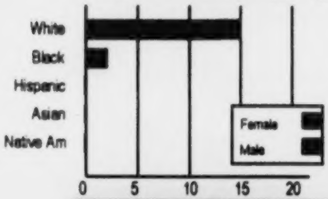
Year	Teachers
New	1
1-3	1
4-6	1
7-10	3
> 10	12

Mobility Rate
54% Per Year

Special Programs

Grade Offered	Program		
PK-12	Special Education	38	15%
K-8	TAG	N/A	N/A
K-12	ESL	N/A	N/A
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

Professional Staffing



School Staff

Category	FTE
Administrators	1
Classroom Teachers	11.5
Special Education	1
Other Professionals	4.5

Teacher Education

Degree	Teacher
BA/BS	41 %
MA/MS	47 %
Doctorate	12 %

Principal's Highlights

School year 1997-98 was a year in which we have refined our strategies in support of Goals 4 and 8. Our faculty members participated in in-service training in the development of holistic scoring rubrics for written language. As a result, we will start school year 1998-99 with holistic scoring rubrics for grade levels 1-8. These rubrics allowed for formative evaluation of student writing throughout the course of the school year.

In our "Reaching for the Stars" community volunteer program we all learned about our new reading series. It was a wonderful example of community members as co-teachers and co-learners.

Our school continued to receive unparalled support from the community. Our PTA spearheaded community efforts and raised money to send our Odyssey of the Mind team to the festival in The Netherlands.

During school year 1998-99 we will focus our energies on further developing the co-decision-maker tier of School-Home partnership.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97/98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

As a result of an analysis of 1997 CTBS test data, an increase in student proficiency in written language skills was chosen as the focus for this benchmark. Teachers developed holistic scoring rubrics for each grade level and assessed student progress using written language samples from student portfolios.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

As a result of an analysis of 1997 CTBS test data, an increase in mathematics achievement was selected as a goal. The areas of mathematics vocabulary and problem solving skills were emphasized. Teachers in grades 3-8 identified math vocabulary words to be mastered this year. Students learned one problem-solving strategy each week.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

All classroom, office and media center computers were placed on the LAN. Email capabilities were established with the USS Simon Lake so that students could correspond with their parents who were on the ship and deployed in the Persian Gulf. A Community Computer night was held in the media center every Thursday.

Benchmark 10.8: Establish Technology for teachers and administrators

Extensive in-service opportunities were made available to faculty members. A two hour in-service activity was offered every month. In addition, technology applications appropriate to various curricular areas have been introduced to our faculty and students. Middle level students are now able to present information via PowerPoint presentations.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	**4.1**	**3.8**	**3.9**
Co-Supporters	**3.7**	**3.4**	**3.5**
Co-Learners	**3.4**	**3.1**	**3.1**
Co-Teachers	**3.7**	**3.5**	**3.5**
Co-Advisors	**3.3**	**3.4**	**3.3**

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

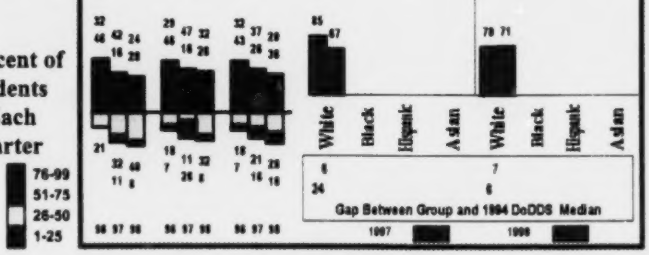
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

School-Home Partnership was incorporated into the School Improvement Plan. The Volunteer Program has become part of the School-Home Partnership Benchmark. The "Reaching for the Stars" Reading Program was initiated to assist students with reading difficulties.

Grade 3

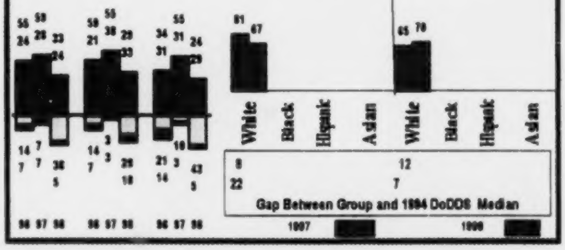
1998 Median Percentiles for:	Read	Lang	Soc Stdy	Math	Science
	Benchmark 3.1			**Benchmark 4.2**	
School	52	55.3	51	59	53
District	59.7	63.1	51.6	59.2	53.0
DoDDS	57.1	61.4	50.5	57.2	53.4
Nation	50	50	50	50	50
# Students	25	25	25	25	25

Percent of Students in Each Quarter



Grade 5

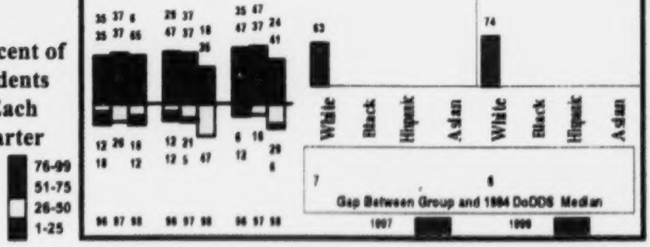
1998 Median Percentiles for:	Read	Lang	Soc Stdy	Math	Science
	Benchmark 3.1			**Benchmark 4.2**	
School	57	58.3	54	57.7	49
District	68.0	63.5	65.8	61.3	64.1
DoDDS	67.5	63.4	66.1	61	63.2
Nation	50	50	50	50	50
# Students	21	21	21	21	21



Grade 8

1998 Median Percentiles for:	Read	Lang	Soc Stdy	Math	Science
	Benchmark 3.1			**Benchmark 4.2**	
School	57.3	52	62	58	64
District	58.0	62.9	58.8	59.6	61.5
DoDDS	59.8	64.3	62.7	61.3	60.7
Nation	50	50	50	50	50
# Students	17	17	17	17	17

Percent of Students in Each Quarter



SAT Results		School	District	DoDDS	Nation
% Participating	97	NA	71%	63%	41%
	98	NA	64%	62%	43%
Math Avg Score	97	NA	496	505	511
	98	NA	498	505	512
Verbal Avg Score	97	NA	509	515	505
	98	NA	519	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

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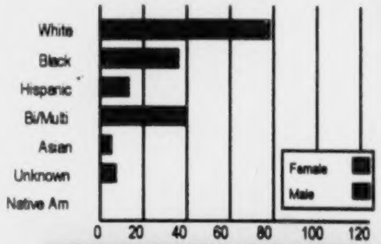
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	**Yr**	**Number Tested**	**Benchmark Criteria** **75% => Proficient**	**Distinguished**	**Proficient**	**Apprentice**	**Novice/ Undeveloped**	**Not Scoreable**
5	96	29	Met	38%	52%	7%	0%	3%
5	97	26	Met	46%	50%	4%	0%	0%
5	98	22	Met	23%	77%	0%	0%	0%
8	96	16	Not Met	6%	56%	38%	0%	0%
8	97	19	Met	21%	74%	5%	0%	0%
8	98	16	Met	50%	38%	12%	0%	0%

Livorno,
Italy

Department of Defense Education Activity
Livorno Elementary/High School (PK-12)
1997/98 School Profile
Robert Kubarek, Principal

School Characteristics

Student Enrollment - 179



Special Programs			
Grade Offered	Program		
PK-12	Special Education	30	17%
K-8	TAG	0	N/A
K-12	ESL	21	12%
1	Reading Recovery	N/A	0%
7-12	AVID	9	▨
AP Courses Offered		3	▨
Students Taking AP Courses		11	61%

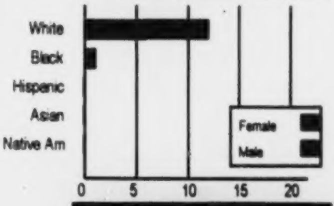
Grade	
PreK	9
K	19
1	14
2	18
3	13
4	16
5	8
6	20
7	12
8	10
9	14
10	8
11	8
12	10
Total	179

Sponsor Affiliation	
Marine	<.5%
Army	43%
Navy	<.5%
Air Force	35%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	21%
Non-US Civilians	<.5%

Teacher Experience	
Year	Teacher
New	1
1-3	0
4-6	1
7-10	1
> 10	18

Mobility Rate
36% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	1
Classroom Teachers	16.5
Special Education	2
Other Professionals	4

Teacher Education	
Degree	Teacher
BA/BS	15 %
MA/MS	85 %
Doctorate	0 %

Principal's Highlights

Communication with all stakeholders was a priority this year at Livorno Unit School. This was evidenced at Open House celebrations at the beginning of the school year, at parent-teacher conferences, at SAC meetings, and at community and commander's briefings. Parents and students are included on all Benchmark Committees and training was provided by the District for the SILT team.

Standardized test results were reviewed in faculty, SILT, SAC, and PTSO meetings, along with command groups. Ideas were generated and plans made for partnerships to meet the identified needs of students as evidenced by the results of the spring standardized test.

The establishment of SIP co-chairs has facilitated the involvement of all stakeholders. Efforts to increase the involvement of students and parents on Benchmark Committees and parents serving on all school decision-making committees were successful.

Our future is clearly in focus as the staff, students, and community work together to implement strategies to close the gap and meet Benchmark goals.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97/98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

The Writing Across the Curriculum strategy was developed to assist teachers and students to work directly on concepts and skills identified in writing assessment results. Literacy Place focused on the successful implementation of the new DoDDS adopted Reading/Language Arts curriculum. The first annual LAUS Anthology representing the entire student body was published.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Eighty-five percent of classroom teachers have implemented technology into their curriculum by using appropriate software and calculators in math/science classes K-12. "AVID" type activities have been introduced to help increase classroom performance in math/science classes. Seventy-five percent of the staff were trained in Teacher Expectations and Student Achievement (TESA).

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Email addresses for parents have been collected and are available for staff use. Teacher access to base email was expanded to allow easier communication with parents. School announcements were disseminated via an electronic daily bulletin. A committee was formed to develop a web page for the school.

Benchmark 10.8: Establish Technology for teachers and administrators

The installation of Internet for student and staff use was completed throughout the school. Upgrading has continued and all students can access the Media Center from classrooms in both buildings. On-going staff development enables teachers to integrate technology throughout the curriculum.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.3	3.8	3.9
Co-Supporters	3.3	3.4	3.5
Co-Learners	2.8	3.1	3.1
Co-Teachers	3.2	3.5	3.5
Co-Advisors	3.7	3.4	3.3

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

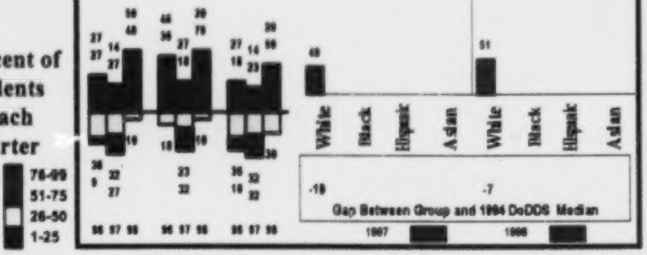
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

The Key Communicators Action Team was able to increase the number of volunteers in the school by providing free child care. SILT, SAC, Early Child-hood and Technology training was available for parents. Parents served on all decision-making committees. A pen pal program was established for incoming students.

Grade 5

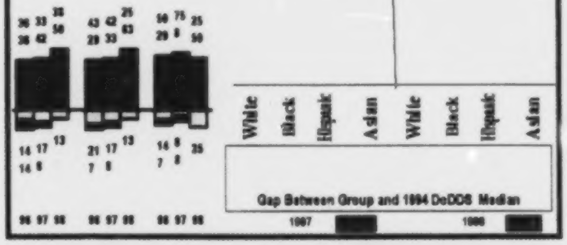
1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	74	67	63.5	76.3	60
District	68.0	63.5	65.8	61.3	64.1
DoDDS	67.5	63.4	66.1	61	63.2
Nation	50	50	50	50	50
# Students	10	10	10	10	10

Percent of Students in Each Quarter



Grade 8

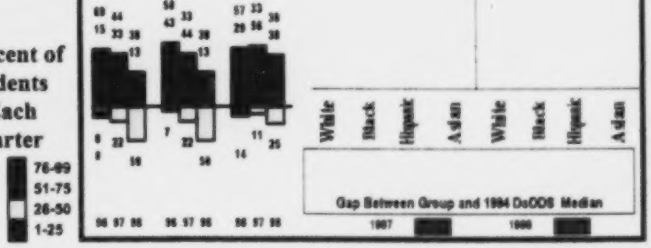
1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School					
District	58.0	62.9	58.8	59.6	61.5
DoDDS	59.8	64.3	62.7	61.3	60.7
Nation					
# Students	8	8	8	8	8



Grade 10

1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School					
District	68.5	70.0	70.1	70.7	67.2
DoDDS	70.1	70.5	70.7	68.7	67
Nation					
# Students	8	8	8	8	8

Percent of Students in Each Quarter



SAT Results		School	District	DoDDS	Nation
% Participating	97	100%	71%	63%	41%
	98	80%	64%	62%	43%
Math Avg Score	97	NA	496	505	511
	98	534	498	505	512
Verbal Avg Score	97	NA	509	515	505
	98	532	519	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

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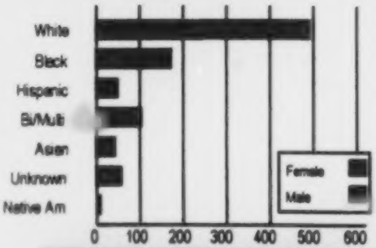
DoDEA Writing Assessment				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	11	Not Met	46%	27%	27%	0%	0%
5	97	17	Met	12%	71%	12%	6%	0%
5	98	8	Met	25%	62%	12%	0%	0%
8	96	13	Not Met	15%	46%	39%	0%	0%
8	97	12	Met	33%	50%	8%	8%	0%
8	98	8	Met	38%	50%	12%	0%	0%
10	96	14	Met	36%	50%	14%	0%	0%
10	97	9	Not Met	0%	44%	33%	22%	0%
10	98	8	Not Met	25%	38%	25%	12%	0%

Naples,
Italy

Department of Defense Education Activity
Naples Elementary School (PK-6)
1997/98 School Profile
Susan Martz-Cothran, Principal

School Characteristics

Student Enrollment - 897



Special Programs			
Grade Level	Program		
PK-12	Special Education	107	12%
K-8	TAG	91	10%
K-12	ESL	27	3%
1	Reading Recovery	8	6%
7-12	AVID	N/A	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

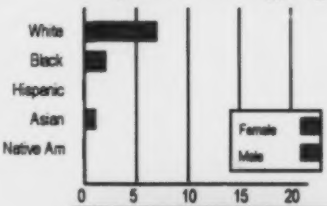
Grade	
PreK	5
K	107
1	132
2	161
3	145
4	128
5	107
6	112
Total	897

Sponsor Affiliation	
Marine	2%
Army	15%
Navy	60%
Air Force	16%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	6%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	2
1-3	2
4-6	5
7-10	5
> 10	44

Mobility Rate
29% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	40.5
Special Education	4.5
Other Professionals	11.5

Teacher Education	
Degree	Teachers
BA/BS	36 %
MA/MS	63 %
Doctorate	1 %

Principal's Highlights

In August, we opened a state of the art new school complete with a computer lab, high speed Internet connections, air conditioning, potable water, and all teachers having their own room. One of the highlights of this year was moving into this new facility and being its new principal.

Our SIP efforts were highlighted by the NCA team visit with many strengths recognized. Over 80% of our students scored in the distinguished and proficient categories on the DoDDS writing assessment. Our technology program was recognized for exceptional facilities, and professional development. All teachers are proficient with the use of technology. Another strength is the Italian partial immersion program in grades 1-5. The SHP committee organized two Skills Enrichment Evenings to strengthen our "closing the gap" strategy. These nights were a highlight for those parents and teachers who participated. School Home Partnership improved the tiers of parent involvement in our exceptional parent volunteer program. In recognition of our volunteers we held a celebration for over 350 regular volunteers in our school.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

NES focused on improving student writing during SY 1997-98. We have completed two school-wide writing assessments using rubrics, then holistically scored the writing samples as a faculty. We've met with great success on our total writing goal and plan on implementing new goals for improving reading comprehension during next school year.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Data collection was the focus this year, including standardized test score data for grades 3-6 and holistic ratings for grades K-2. We gathered pre- and post-tutoring data on students involved in our peer tutoring program. Students who scored in the lower quartile on the CTBS test were identified and targeted for improvement this year.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Electronic communication continues to be the preferred method for communication at NES. We published teacher e-mail addresses for parent use this year. A survey was taken to identify areas where improvement in communication was needed. Post survey data is currently being collected and strategies identified for implementation in SY 1998-1999.

Benchmark 10.8: Establish Technology for teachers and administrators

The faculty of NES must be commended for their willingness to embrace technology. The level of sophistication continues to increase on a daily basis. Professional development was achieved through a series of after school in-services, release time during the day and use of SIP in-service days. A new high speed Internet connection has been an asset for student research projects.

BEST COPY AVAILABLE

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	3.8	3.8	3.9
Co-Supporters	3.2	3.4	3.5
Co-Learners	2.9	3.1	3.1
Co-Teachers	3.3	3.5	3.5
Co-Advisors	3.3	3.4	3.3

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

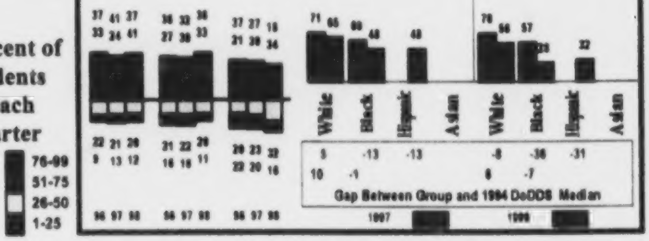
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

SHP provided two math Skills Enrichment Evenings targeting children who scored in the lower quartile on the CTBS test. After parents and children were treated to dinner, they attended sessions of skills instruction. The instruction focused on involving parents and children in math learning activities, strategies for home and encouraging better communication.

Grade 3

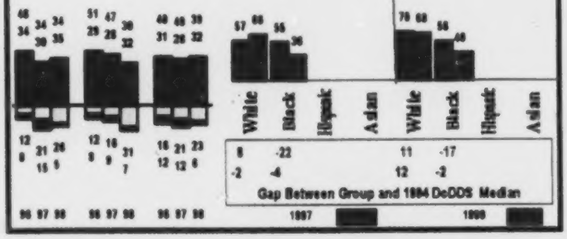
1998 Median Percentiles for:	**Benchmark 3.1** Read	Lang	Soc Stdy	**Benchmark 4.2** Math	Science
School	61.3	65	51.4	59.3	53.4
District	59.7	63.1	51.6	59.2	53.0
DoDDS	57.1	61.4	50.5	57.2	53.4
Nation	50	50	50	50	50
# Students	143	143	142	143	142

Percent of Students in Each Quarter



Grade 5

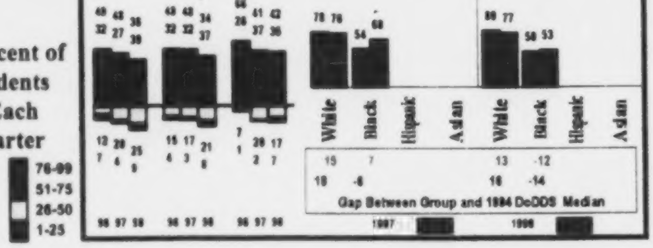
1998 Median Percentiles for:	**Benchmark 3.1** Read	Lang	Soc Stdy	**Benchmark 4.2** Math	Science
School	63	60	64	60	63
District	68.0	63.5	65.8	61.3	64.1
DoDDS	67.5	63.4	66.1	61	63.2
Nation	50	50	50	50	50
# Students	105	105	105	105	105



Grade 6

1998 Median Percentiles for:	**Benchmark 3.1** Read	Lang	Soc Stdy	**Benchmark 4.2** Math	Science
School	63	66.3	67.4	73	70.9
District	64.5	66.5	66.6	66.5	69.1
DoDDS	62.7	65.2	64.7	62	64.9
Nation	50	50	50	50	50
# Students	107	107	107	107	107

Percent of Students in Each Quarter



SAT Results		School	District	DoDDS	Nation
% Participating	97	NA	71%	63%	41%
	98	NA	64%	62%	43%
Math Avg Score	97	NA	496	505	511
	98	NA	498	505	512
Verbal Avg Score	97	NA	509	515	505
	98	NA	519	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Naples ES
PSC 808 BOX 39
FPO AE 09618-0039

DSN Phone: 626-4770
Fax Number: 39-081-5029057
Commercial Phone:
39-081-5029041

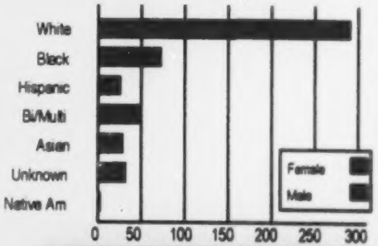
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	123	Met	29%	56%	13%	1%	1%
5	97	112	Met	25%	62%	5%	3%	4%
5	98	102	Met	15%	72%	12%	0%	1%

Agnano,
(NA)
Italy

Department of Defense Education Activity
Naples High School (7-12)
1997/98 School Profile
Jim Szoka, Principal

School Characteristics

Student Enrollment - 497



Grade	
7	129
8	87
9	92
10	82
11	66
12	41
Total	497

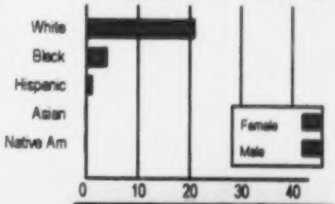
Sponsor Affiliation	
Marine	3%
Army	14%
Navy	59%
Air Force	12%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	12%
Non-US Civilians	<.5%

Special Programs			
Grade Offered	Program		
PK-12	Special Education	22	4%
K-8	TAG	29	13%
K-12	ESL	1	<.5%
1	Reading Recovery	N/A	N/A
7-12	AVID	16	
AP Courses Offered		7	
Students Taking AP Courses		23	21%

Teacher Experience	
Years	Teachers
New	0
1-3	5
4-6	3
7-10	0
> 10	28

Mobility Rate
39% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	33.5
Special Education	1.5
Other Professionals	4

Teacher Education	
Degree	Teacher
BA/BS	26 %
MA/MS	74 %
Doctorate	0 %

Principal's Highlights

Naples High School educates a diverse student population in a suburban environment in Gricignano di Aversa, Italy. As a NATO command, the school serves all branches of the American military as well as local Italian students. Co-located with the elementary school in a facility opened in August 1997, the facility has new furniture and equipment, LAN connections in each classroom and Internet throughout the school. Seven Advanced Placement classes and advanced language instruction in three languages provide a challenging academic program for senior high school students. Middle school students have a core curriculum and exploratory classes in a variety of areas to stimulate learning.

School improvement strategies that have shown significant improvement during this school year include "Writing Across the Curriculum" in support of Benchmark 3.1 and the use of email and school web pages with class syllabi in support of Benchmark 10.8. Additional areas that were investigated by the School Improvement Committee included the length and content of the seminar period and discipline issues as a function of the move to the new school location.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97/98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

"Writing Across the Curriculum" was in place in each class with sample assignments collected by committee members. Prompts similar to those used in the DoDEA Writing Assessment were administered during seminar periods and the writing maintained in portfolios. Eighth graders demonstrated a 39% improvement over the previous year as measured by the writing assessment.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

The Science Department fully implemented a peer tutoring program and an adopt-a-student program. Admittance to these programs was based upon Terra Nova scores, report card grades, and teacher input. Results of standardized testing and report card marks documented improvement by 60% of students enrolled in the program. The Math Department initiated similar activities.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Communication has been enhanced through improved ties with base publicity organizations. The expanded school web page now contains the bi-weekly parent newsletter, PTSA newsletter, and other school-home partnership information items.

Benchmark 10.8: Establish Technology for teachers and administrators

An incentive program to incorporate technology in classroom instruction was adopted by the committee and implemented by teachers. The computer labs in the media center and business center were widely used for multi-disciplinary instruction. The school's homepage expanded during the course of the year to include individual teachers' class summaries.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	4.0	3.8	3.9
Co-Supporters	2.8	3.4	3.5
Co-Learners	2.2	3.1	3.1
Co-Teachers	2.7	3.5	3.5
Co-Advisors	2.8	3.4	3.3
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

Goal 8: Parental Participation

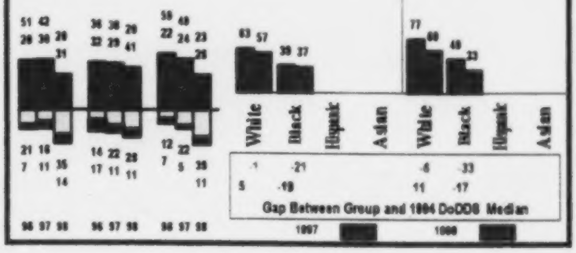
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

With the move to the new school location, the community volunteer program and mentor program was redesigned. Communication channels were increased by the use of planners for all students. This program has been effective for parents monitoring student assignments. The use of links from the school web page to individual teachers has increased school-home communication.

Grade 7

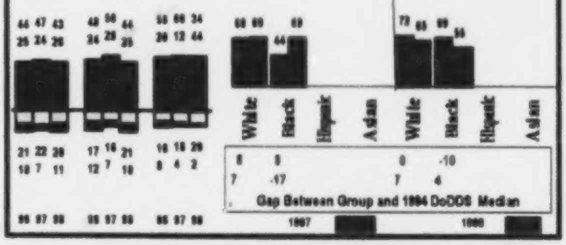
1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	52.3	56.4	50.4	55.3	54.7
District	62.9	62.6	60.3	56.4	61.6
DoDDS	68.6	64.6	65.9	59.9	64.9
Nation	50	50	50	50	50
# Students	119	119	119	119	119

Percent of Students in Each Quarter



Grade 9

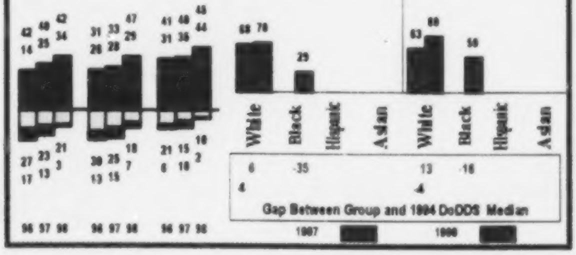
1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	70.5	69.8	68.3	67.8	60
District	74.7	71.7	71.0	70.8	67.0
DoDDS	70.8	68.4	68.8	64.9	62.9
Nation	50	50	50	50	50
# Students	91	91	91	91	91



Grade 11

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	68.5	71	73.5	63	63.8
District	70.4	71.6	70.5	65.0	68.2
DoDDS	69.9	69	69	65.4	66.5
Nation	50	50	50	50	50
# Students	62	62	62	62	61

Percent of Students in Each Quarter



SAT Results					
		School	District	DoDDS	Nation
% Participating	97	74%	71%	63%	41%
	98	61%	64%	62%	43%
Math Avg Score	97	509	496	505	511
	98	514	498	505	512
Verbal Avg Score	97	522	509	515	505
	98	533	519	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Naples HS
PSC 808 BOX 15
FPO AE 09618

DSN Phone: 626-4768
Fax Number: 39-081-5029078
Commercial Phone:
39-081-5029062

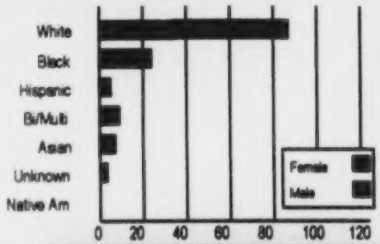
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	96	88	Not Met	17%	40%	38%	6%	0%
8	97	83	Met	23%	53%	12%	8%	4%
8	98	79	Met	27%	52%	15%	6%	0%
10	96	63	Met	29%	48%	24%	0%	0%
10	97	70	Not Met	27%	46%	19%	4%	4%
10	98	74	Met	35%	40%	18%	7%	0%

Aviano,
Pordenone
(Italy)

Department of Defense Education Activity
Pordenone Elementary School (K-6)
1997/98 School Profile
Joan Porter, Principal

School Characteristics

Student Enrollment - 135



Grade	
K	25
1	17
2	18
3	25
4	13
5	17
6	20
Total	135

Sponsor Affiliation	
Marine	<.5%
Army	<.5%
Navy	<.5%
Air Force	96%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	1%
Non-US Civilians	1%

Special Programs

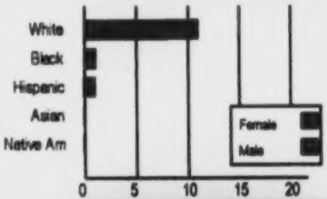
Grade Offered	Program		
PK-12	Special Education	10	7%
K-8	TAG	N/A	N/A
K-12	ESL	5	4%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

Teacher Experience

Year	Teacher
New	0
1-3	1
4-6	0
7-10	0
> 10	8

Mobility Rate
49% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	1
Classroom Teachers	8.5
Special Education	1
Other Professionals	4

Teacher Education

Degree	Teacher
BA/BS	31 %
MA/MS	69 %
Doctorate	0 %

Principal's Highlights

During the past school year a new Reading Language Arts program was implemented. Emphasis was placed on Reading for Enjoyment, with parents invited to read during a month devoted to reading activities.

Math was again identified as a priority. The new Test Ready Program made students aware of the TerraNova test-taking processes used in grades 3-6 this school year. Augmentation of the Mathland materials and training in alternative assessment was completed.

The complex-wide mentor program brought in non-parent community members to work with the sixth graders on a regular basis. The parent center includes educational Internet web-site addresses and all Parent Newsletters for this school year. We continue to encourage parents as co-learners.

Communication via email has been a challenge because of changes in the base system. We continue to request parent addresses and make the email addresses of teachers and students available to parents. Students at all grade levels worked on keyboarding skills. All students have access to lab and the media center for instruction, as well as networked access in all classrooms.

DoDEA Strategic Plan: School Improvement Implementation School Year 97/98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

A strategy was implemented in which school and community members joined in activities designed to emphasize reading as an enjoyable activity. A posted graph showed weekly numbers of books read. Teachers and community members were also given opportunities to learn about the integration of reading and language arts prior to full implementation.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

The staff was surveyed to determine needs in the use of Mathland Software. Portfolios were maintained for all students in grades K-6. An inservice was conducted in use of rubrics as one type of alternate assessment with further training offered in rubric development. Test Ready Plus aligned practice test with TerraNova. Test results were used to monitor student progress.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Pordenone ES uses both electronic and print resources to communicate with parents. Students, teachers, and parents can access cc:Mail and the Internet in classrooms, the computer lab and the Home-School computer. Parent cc:Mail and email addresses are included in SIMS student information. Students, parents, and teachers can access email through EDU-Internet and SMTPGATE.

Benchmark 10.8: Establish Technology for teachers and administrators

Information can be accessed through the Internet and cc:Mail throughout the school. Teacher training on the usage of new applications and peripherals was a result of a needs assessment survey. Webpages for the school, teachers and one classroom have been posted to the WWW. Students are using a variety of software to publish their work on screen and on paper.

Average Ratings of SIIP Progress			
Tier	School	District	DoDDS
Co-Communicators	4.1	3.8	3.9
Co-Supporters	3.9	3.4	3.5
Co-Learners	3.4	3.1	3.1
Co-Teachers	3.6	3.5	3.5
Co-Advisors	3.9	3.4	3.3

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

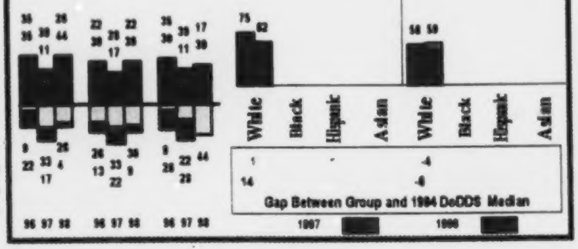
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Co-communicators, co-supporters, and co-teachers were the most successful aspects with all 4 strategies being included. Successful activities were Weekly Newsletter, Mentorship/Tutor Program, and Volunteer Center with Computer, Field Day with military support, Renaissance Faire with the 6th grade. Parents participate in SIP and SILT and the Discipline Committee.

Grade 3

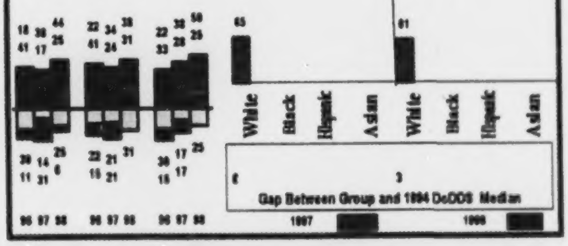
1998 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	61	57	55	65.7	59.7
District	59.7	63.1	51.6	59.2	53.0
DoDDS	57.1	61.4	50.5	57.2	53.4
Nation	50	50	50	50	50
# Students	23	23	23	23	23

Percent of Students in Each Quarter



Grade 5

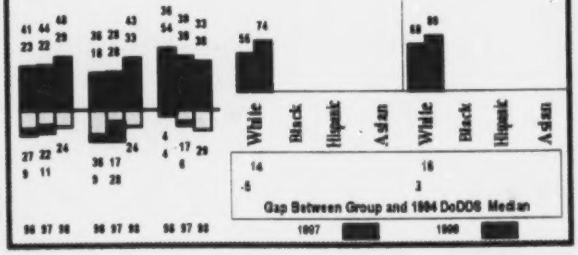
1998 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	72.5	67.5	72.5	64	68.5
District	68.0	63.5	65.8	61.3	64.1
DoDDS	67.5	63.4	66.1	61	63.2
Nation	50	50	50	50	50
# Students	16	16	16	16	16



Grade 6

1998 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	70	73	67	66	66
District	64.5	66.5	66.6	66.5	69.1
DoDDS	62.7	65.2	64.7	62	64.9
Nation	50	50	50	50	50
# Students	21	21	21	21	21

Percent of Students in Each Quarter



SAT Results		School	District	DoDDS	Nation
% Participating	97	NA	71%	63%	41%
	98	NA	64%	62%	43%
Math Avg Score	97	NA	496	505	511
	98	NA	498	505	512
Verbal Avg Score	97	NA	509	515	505
	98	NA	519	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Pordenone ES
PSC 1
APO AE 09601-0005

DSN Phone: 632-4271
Fax Number: 39-0434-28761
Commercial Phone:
39-0434-28462

DoDEA Writing Assessment

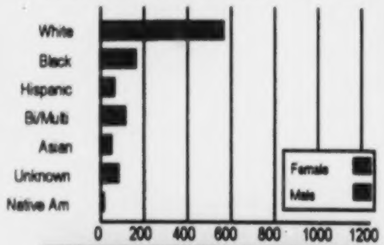
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	26	Met	27%	50%	19%	4%	0%
5	97	27	Met	33%	56%	0%	0%	11%
5	98	20	Met	15%	60%	15%	5%	5%

Catania,
Sicily
(Italy)

Department of Defense Education Activity
Sigonella Elementary/High School (PK-12)
1997/98 School Profile
James Bowers, Principal

School Characteristics

Student Enrollment - 1,011



Special Programs			
Grade Offered	Program		
PK-12	Special Education	69	7%
K-8	TAG	47	5%
K-12	ESL	26	3%
1	Reading Recovery	12	12%
7-12	AVID	14	
AP Courses Offered		2	
Students Taking AP Courses		14	30%

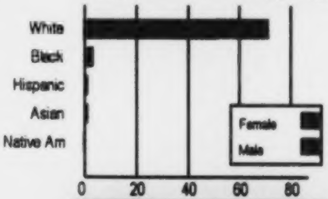
Grade	
PreK	12
K	126
1	102
2	108
3	113
4	87
5	83
6	85
7	71
8	70
9	55
10	52
11	28
12	19
Total	1011

Sponsor Affiliation	
Marine	<.5%
Army	<.5%
Navy	95%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	4%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	2
1-3	4
4-6	5
7-10	6
> 10	56

Mobility Rate
32% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	3
Classroom Teachers	55.5
Special Education	5
Other Professionals	11

Teacher Education	
Degree	Teachers
BA/BS	27 %
MA/MS	71 %
Doctorate	3 %

Principal's Highlights

As evidenced by the progress reports on each benchmark, Stephen Decatur School is making progress towards meeting and exceeding the goals for each benchmark.

The school community added benchmark 6.1 to the School Improvement Plan this year. The goal was to create a discipline plan that provides a safe learning environment for all children and to create an atmosphere where students have a clear understanding of behavior expectations and consequences.

A new elementary plan was piloted the 4th quarter of the year. Discipline referrals for the first two weeks of the 4th quarter were lower than those for the same period during the 3rd quarter.

An ad hoc secondary discipline committee of teachers and students made major revisions to the secondary plan. This plan includes a philosophy, an easily read consequence chart, definitions, and explanations of consequences. One of the desired outcomes for both plans is to lower the number of discipline referrals to the administration. This discipline plan will be implemented in SY 98-99.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

K-6 teachers participated in Literacy Place training. Students were involved in Weekly Drop Everything and Read and a month long Read-A-Thon. Wee Deliver a postal project to encourage writing was used by 90% of 1-6 classes. All 6-12 teachers were trained on teaching notetaking/study skill strategies and 75% of the 6-12 classrooms participated in Sustained Silent Reading.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Three family math events were held with a total participation of 208 adults and children in grades K-8. Community volunteers mentored 18 students in grades 4-6 who scored in the bottom quartile in math. Cooperative learning in MathLand instruction is being used by 100% of teachers in grades K-6. An additional five teachers were trained in and are implementing TESA.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

After spending the 1996/97 school year developing a Public Affairs Plan, the plan was implemented in 1997/98. Survey results indicate that parents have stopped depending on word of mouth (-9%) and their children (-22%) for information. Use of the parent newsletter increased by 22%, the marquee 7%, and other media 7%. Fifteen percent of the parents use the yearly calendar.

Benchmark 10.8: Establish Technology for teachers and administrators

Major achievements were 100% Internet connectivity with documented cross-curricular usage, installation of 30 new networked laser printers in classrooms, and new NT workstations. In-service training was provided in digital camera, CD-ROM's, word processing, Integrade, PowerPoint, Mathland software, and the Internet. Student surveys report an increase in technology skill levels.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	3.7	3.8	3.9
Co-Supporters	3.5	3.4	3.5
Co-Learners	3.1	3.1	3.1
Co-Teachers	3.6	3.5	3.5
Co-Advisors	3.2	3.4	3.3
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

Goal 8: Parental Participation

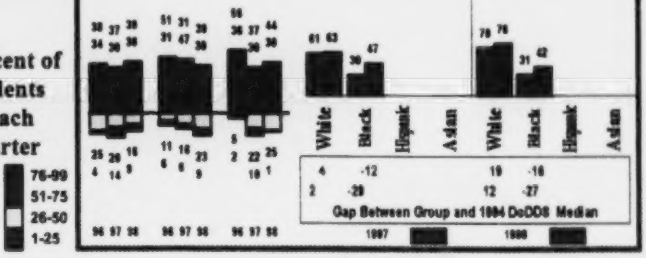
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Parental involvement as co-teachers and co-learners has increased, with 40% of the classrooms pre-K through 12 using volunteers in the classroom as part of the instructional program. Parent involvement in the AVID program helped 60% of the AVID students to improve their GPA.

Grade 5

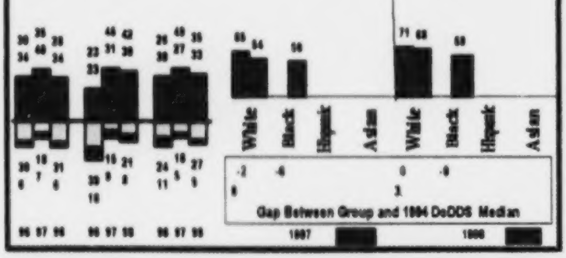
1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	71.5	67	71	57.7	72.3
District	68.0	63.5	65.8	61.3	64.1
DoDDS	67.5	63.4	66.1	61	63.2
Nation	50	50	50	50	50
# Students	80	80	80	80	80

Percent of Students in Each Quarter



Grade 8

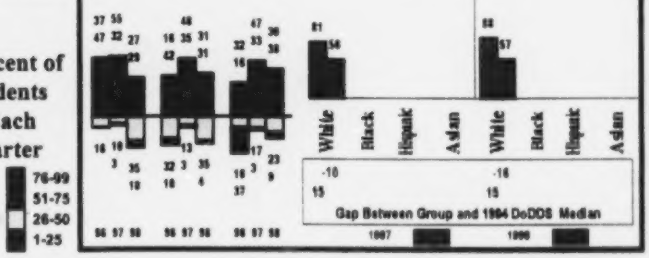
1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	62.2	69	61	51.3	65
District	58.0	62.9	58.8	59.6	61.5
DoDDS	59.8	64.3	62.7	61.3	60.7
Nation	50	50	50	50	50
# Students	67	67	66	66	66



Grade 10

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	56	57	62	55.5	58
District	68.5	70.0	70.1	70.7	67.2
DoDDS	70.1	70.5	70.7	68.7	67
Nation	50	50	50	50	50
# Students	49	49	47	48	48

Percent of Students in Each Quarter



SAT Results		School	District	DoDDS	Nation
% Participating	97	80%	71%	63%	41%
	98	58%	64%	62%	43%
Math Avg Score	97	469	496	505	511
	98	459	498	505	512
Verbal Avg Score	97	490	509	515	505
	98	485	519	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Sigonella ES/HS
PSC 824, BOX 2630
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Fax Number: 39-095-563899
Commercial Phone:
39-095-564281

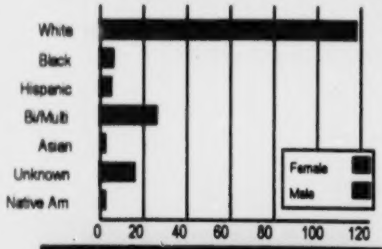
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	79	Met	20%	71%	8%	1%	0%
5	97	78	Met	33%	60%	3%	3%	1%
5	98	79	Met	16%	77%	5%	0%	1%
8	96	61	Not Met	12%	36%	46%	7%	0%
8	97	56	Met	38%	39%	20%	4%	0%
8	98	63	Met	32%	48%	16%	5%	0%
10	96	22	Not Met	23%	36%	32%	9%	0%
10	97	35	Met	54%	43%	3%	0%	0%
10	98	46	Not Met	26%	37%	22%	15%	0%

Vajont,
Pordenone
(Italy)

Department of Defense Education Activity
Vajont Elementary School (K-6)
1997/98 School Profile
Robert J. Richards, Principal

School Characteristics

Student Enrollment - 175



Special Programs			
Grade Offered	Program		
PK-12	Special Education	17	10%
K-8	TAG	3	2%
K-12	ESL	3	2%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

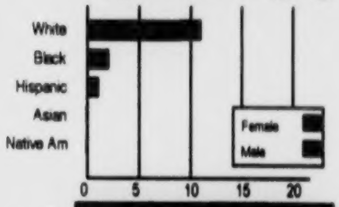
Grade	
K	28
1	31
2	32
3	24
4	19
5	18
6	23
Total	175

Sponsor Affiliation	
Marine	<.5%
Army	2%
Navy	<.5%
Air Force	98%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	<.5%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	0
1-3	0
4-6	0
7-10	0
> 10	10

Mobility Rate
53% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	1
Classroom Teachers	9
Special Education	1
Other Professionals	3

Teacher Education	
Degree	Teachers
BA/BS	36 %
MA/MS	64 %
Doctorate	0 %

Principal's Highlights

Technology integration has increased at Vajont Elementary School due to emphasis on staff development In addition, we have received more hardware through the Model Schools' Project and the DSO. Technology use throughout the school has increased significantly as more and more students and staff members are becoming more confident with its use. Web publishing, Internet usage, and multimedia presentations are becoming commonplace in our classrooms.

A new and improved communication system is in effect this year including a more informative newsletter "The Chalk Dust" and establishment of a public relations extra-duty position to inform the public. Overall parental involvement has increased evidenced by over 90% attendance at our spring "Curriculum Corral." Evening computer classes for parents and Family weekend excursions were other successful SHP initiative.

Recognizing a need to reduce the number of low achievers in math, parental assistance was enlisted to provide additional practice at home. Parents of identified low achievers in math received training and packets of materials to practice with their children.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Literacy Place Lead Teachers have provided many hours of assistance and training to staff members, substitutes and parents in preparation for full implementation in SY 98-99. Sixty-eight percent of students with low comprehension scores improved classroom achievement. An anthology of student writings was prepared to celebrate the students' success with writing.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Teachers capitalized on parental involvement by identifying students with low achievement scores. Parents and teachers met to discuss activities that could be used at home to reinforce math skills. Packets of activities and games were prepared for the parents and sent home. Sixty -four percent of these students were able to raise their achievement test scores to above the 40th %ile this year.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

This year communication has expanded through our expanded newsletter "The Chalk Dust." A Public Relations extra-duty position has increased community awareness of events and activities through various media. Curriculum components are frequently shared with constituents at our Open House, S.A.C. meetings and the "Curriculum Corral."

Benchmark 10.8: Establish Technology for teachers and administrators

Our focus this year was in the following three areas: desktop publishing, multimedia, and integration of the Internet into the curriculum. A variety of staff development opportunities were available to teachers. Students strengthen their skills in these areas based upon instruction presented in the media center, the computer lab and in their classrooms.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.9	3.8	3.9
Co-Supporters	3.8	3.4	3.5
Co-Learners	3.2	3.1	3.1
Co-Teachers	3.7	3.5	3.5
Co-Advisors	3.3	3.4	3.3

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

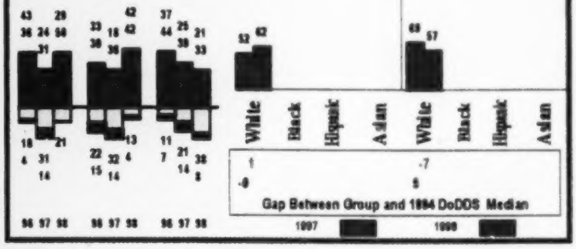
We are continuing parent involvement in all facets of school life. The "Curriculum Corral" (spring celebration of learning), parent computer classes and Family Study/Day Trips on the weekends are a few of the successful ventures this past year. The School Home Community Resource Center has been expanded with new materials. Parental use of the Internet is growing.

Grade 3

1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	66.5	70.3	60	61.5	55.3
District	59.7	63.1	51.6	59.2	53.0
DoDDS	57.1	61.4	50.5	57.2	53.4
Nation	50	50	50	50	50
# Students	24	24	24	24	24

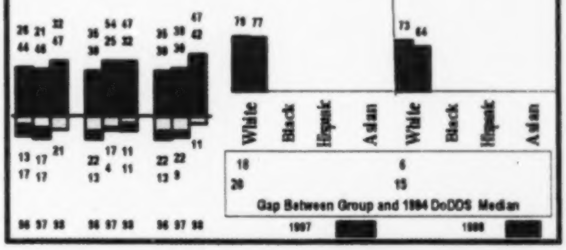
Percent of Students in Each Quarter

76-99
51-75
26-50
1-25



Grade 5

1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	69	74	74	75	60
District	68.0	63.5	65.8	61.3	64.1
DoDDS	67.5	63.4	66.1	61	63.2
Nation	50	50	50	50	50
# Students	19	19	19	19	19

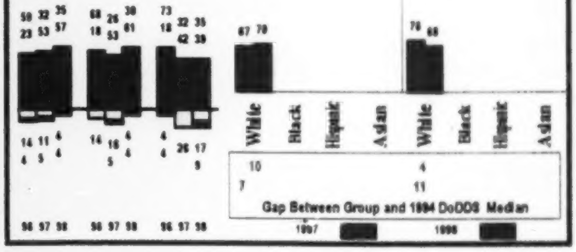


Grade 6

1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	69.5	69.7	65	68	70
District	64.5	66.5	66.6	66.5	69.1
DoDDS	62.7	65.2	64.7	62	64.9
Nation	50	50	50	50	50
# Students	23	23	23	23	23

Percent of Students in Each Quarter

76-99
51-75
26-50
1-25



SAT Results					
		School	District	DoDDS	Nation
% Participating	97	NA	71%	63%	41%
	98	NA	64%	62%	43%
Math Avg Score	97	NA	496	505	511
	98	NA	498	505	512
Verbal Avg Score	97	NA	509	515	505
	98	NA	519	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Vajont ES
PSC 54 BOX 4600
APO AE 09601-0005

DSN Phone: 632-4134
Fax Number: 39-0427-701575
Commercial Phone:
39-0427-701590

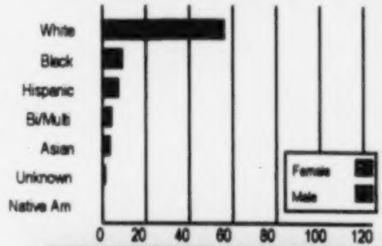
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% <=> Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	22	Met	27%	68%	0%	5%	0%
5	97	23	Met	13%	74%	9%	4%	0%
5	98	19	Met	10%	90%	0%	0%	0%

Parona,
Verona
(Italy)

Department of Defense Education Activity
Verona Elementary School (K-8)
1997/98 School Profile
Wilma Holt, Principal

School Characteristics

Student Enrollment - 80



Special Programs			
Grade Offered	Program		
PK-12	Special Education	7	9%
K-8	TAG	N/A	N/A
K-12	ESL	2	2%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

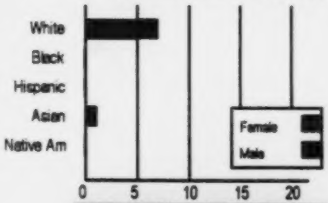
Grade	
K	9
1	16
2	7
3	9
4	9
5	13
6	5
7	7
8	5
Total	80

Sponsor Affiliation	
Marine	<.5%
Army	19%
Navy	11%
Air Force	59%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	6%
Non-US Civilians	5%

Teacher Experience	
Years	Teacher
New	0
1-3	0
4-6	1
7-10	0
> 10	4

Mobility Rate
40% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	1
Classroom Teachers	5
Special Education	0.5
Other Professionals	0.5

Teacher Education	
Degree	Teachers
BA/BS	38 %
MA/MS	62 %
Doctorate	0 %

Principal's Highlights

Verona American School is unique as it serves two small military communities 60 miles apart; Ghedi Air Station and Verona LandSouth.Our students represent the three major military commands, Army, Air Force, and Navy.The school is located in Verona, Italy, city of Romeo and Juliet and summer operas.

We are a community school without a military infrastructure. All classes at Verona School are combination classes.Verona School has always been a school with exceptional students, parents and community members.

School-Home partnership is evident in the school and community. In spite of staffing limitations, we work together emphasizing student success.The volunteer program has parents, and community members co-teaching PE, science, music, and computers to all students.

The School Improvement Leadership Team represents all military commands and community groups from Ghedi and Verona.

This year one of our teachers was selected the District Teacher of the Year. Excellence continues to be the key to our success.

DoDEA Strategic Plan, School Improvement Implementation
School Year 97/98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Writing across the curriculum was emphasized during the school year. Through direct teacher instruction, all students were taught the five step writing process. All students produced their own stories and published their works at least four times a year. Student and class books are available in the classrooms for review. Next year we plan to initiate a Young Authors Program.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

The focus this year was on increasing student achievement in science for all students with the emphasis on hands-on instruction. Students were pre and post tested on the thirteen process skills in science. Most students were successful in moving from little knowledge to some knowledge. Next year we will continue to emphasize science and focus on specific science standards.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

School-home communication is evident by weekly parent newsletters. Teachers send home class news on a regular basis. A volunteer coordinator has been assigned to implement a volunteer program and will work closely with the administrator to increase school communication. A school activity bulletin board will be placed in the community center.

Benchmark 10.8: Establish Technology for teachers and administrators

All staff members participated in quarterly technology related inservices. The topics included digital camera use on class projects, use of computer software and the infocus machine, multimedia software, research on the internet, and ways to integrate technology into the curriculum. Knowledgeable community members are available to act as mentors to the staff and administrator.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.7	3.8	3.9
Co-Supporters	3.2	3.4	3.5
Co-Learners	2.7	3.1	3.1
Co-Teachers	3.3	3.5	3.5
Co-Advisors	4.0	3.4	3.3

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

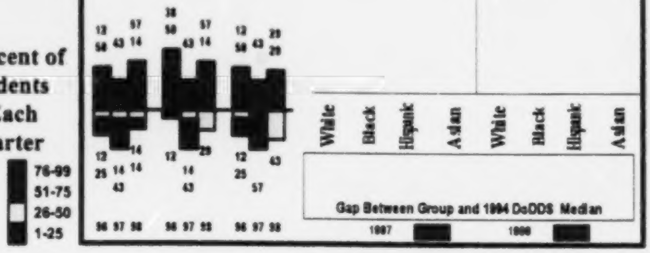
A multi-tiered school-home partnership program has been implemented in the school. This school year, our focus was on Tier five; co-decision and co-advocacy with all stakeholders and in particular the School Improvement Leadership Team. All major school decisions are made with SILT input. Next school year the SILT will include a student member.

Grade 3

1998 Median Percentiles

	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for: School					
District	59.7	63.1	51.6	59.2	53.0
DoDDS	57.1	61.4	50.5	57.2	53.4
Nation					
# Students	7	7	7	7	7

Percent of Students in Each Quarter

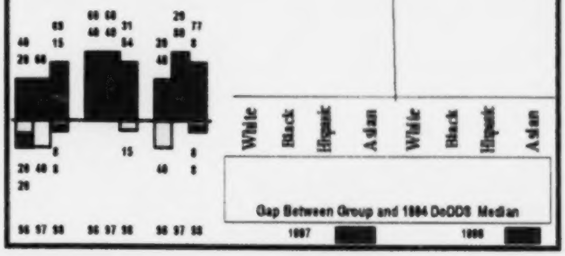


Grade 5

1998 Median Percentiles

	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for: School	88	73	80.7	80	78
District	68.0	63.5	65.8	61.3	64.1
DoDDS	67.5	63.4	66.1	61	63.2
Nation	50	50	50	50	50
# Students	13	13	13	13	13

Percent of Students in Each Quarter

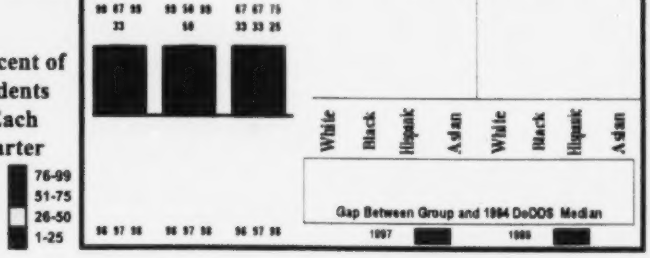


Grade 8

1998 Median Percentiles

	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for: School					
District	58.0	62.9	58.8	59.6	61.5
DoDDS	59.8	64.3	62.7	61.3	60.7
Nation					
# Students	4	4	4	4	4

Percent of Students in Each Quarter



SAT Results					
		School	District	DoDDS	Nation
% Participating	97	NA	71%	63%	41%
	98	NA	64%	62%	43%
Math Avg Score	97	NA	496	505	511
	98	NA	498	505	512
Verbal Avg Score	97	NA	509	515	505
	98	NA	519	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Verona ES
CMR 428
APO AE 09628-0005

DSN Phone:
Fax Number: 39-045-941867
Commercial Phone:
39-045-942203

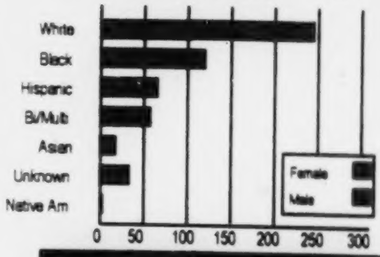
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	6	Met	100%	0%	0%	0%	0%
5	97	5	Met	60%	40%	0%	0%	0%
5	98	12	Met	25%	75%	0%	0%	0%
8	96	4	Met	75%	25%	0%	0%	0%
8	97	7	Met	71%	14%	14%	0%	0%
8	98	4	Met	50%	50%	0%	0%	0%

Vicenza, Italy

Department of Defense Education Activity
Vicenza Elementary School (PK-6)
1997/98 School Profile
Robert Allen, Principal

School Characteristics

Student Enrollment - 539



Special Programs			
PK-12	Special Education	53	10%
K-8	TAG	N/A	N/A
K-12	ESL	10	2%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

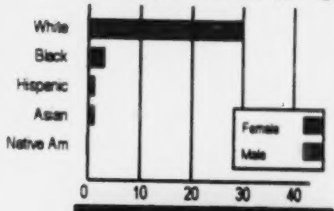
Grade	
PreK	13
K	90
1	86
2	77
3	76
4	73
5	67
6	57
Total	539

Sponsor Affiliation	
Marine	<.5%
Army	86%
Navy	<.5%
Air Force	6%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	8%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	6
1-3	0
4-6	3
7-10	5
> 10	25

Mobility Rate
36% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	24
Special Education	4.5
Other Professionals	6.5

Teacher Education	
Degree	Teachers
BA/BS	20 %
MA/MS	78 %
Doctorate	2 %

Principal's Highlights

A main focus of our instructional program was designed to improve mathematics skills among our students. Two parent meetings, the continuation of Teacher Expectations of Student Achievement (TESA) training for our teachers, four mathematics enrichment clusters, and two after-school mathematics clubs were among our efforts.

The School-Wide Enrichment Program continued to implement activities based upon Howard Gardner's "Theory of Multiple Intelligences," particularly through the organization of two series of "Enrichment Clusters" that included groups of students selected because of a stated common interest in a topic. Group leadership was provided by teachers, parents and community members.

Our School-Home Partnership program focused on a well-attended all-day Parent-Teacher Partnership Conference hosted by the school in October, 1997 that included a series of mini-sessions designed and presented by teachers and parents to acquaint parents with a variety of our school's instructional programs and initiatives.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97/98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies.

A schoolwide assessment plan was established. A mode of discourse and a specific skill area for assessment were identified for SY 98-99. A parent survey indicated that 90% of parents feel their children are acquiring fluency in the writing process. The mean score for fifth grade students taking the DoDEA Writing Assessment increased 24.8% in comparison to 1996-97 scores.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Parents were provided aids for homework and math enrichment opportunities. Two math clubs established; a parent homework session held, and three 8-week math clusters were conducted. "Test Ready Plus" expanded to grades 3-6. Ten additional teachers were TESA trained. Ninety-four percent of students feel they are learning to problem solve, and 90% enjoy mathematics.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

All teachers communicated with parents through at least 2 newsletters per quarter. Ninety-four percent of the parents indicated this form of communication was useful. School newsletters were mailed to parents monthly. Students communicated with parents through the publishing of 5 issues of the school newspaper. TESA observations increased communications.

Benchmark 10.8: Establish Technology for teachers and administrators

Technology instruction expanded to include publishing skills for grades 1-6 and keyboarding for grades 2-6. Third through sixth grades were instructed in Power Point, Hyperstudio and Internet. Two computer clubs were offered to students grades 1-6. Student surveys noted ninety-five percent knew keyboarding skills. Parent surveys noted that student skill level was adequate.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	3.5	3.8	3.9
Co-Supporters	3.3	3.4	3.5
Co-Learners	3.0	3.1	3.1
Co-Teachers	3.5	3.5	3.5
Co-Advisors	3.2	3.4	3.3

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

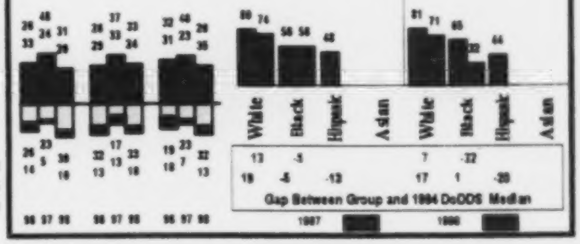
Kindergarten and first grade teachers held orientation sessions attended by 96% of the parents. Student-parent portfolio sessions were held in third quarter for grades K-3. Ninety-eight percent of theparents felt the conferences were helpful or extremely helpful. An average of 48 parents volunteered weekly. Activities ranged from classroom volunteers to enrichment cluster leaders.

Grade 3

1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	52	67.3	55.3	64.3	60
District	59.7	63.1	51.6	59.2	53.0
DoDDS	57.1	61.4	50.5	57.2	53.4
Nation	50	50	50	50	50
# Students	70	70	69	70	69

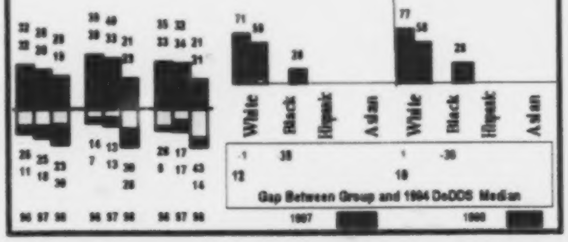
Percent of Students in Each Quarter

76-99
51-75
26-50
1-25



Grade 5

1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	47.7	42	48	52	52.7
District	68.0	63.5	65.8	61.3	64.1
DoDDS	67.5	63.4	66.1	61	63.2
Nation	50	50	50	50	50
# Students	57	57	56	56	58

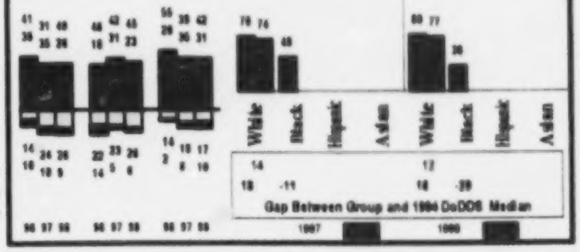


Grade 6

1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	61	66.7	69.5	71	74.5
District	64.5	66.5	66.6	66.5	69.1
DoDDS	62.7	65.2	64.7	62	64.9
Nation	50	50	50	50	50
# Students	47	47	48	49	49

Percent of Students in Each Quarter

76-99
51-75
26-50
1-25



SAT Results		School	District	DoDDS	Nation
% Participating	97	NA	71%	63%	41%
	98	NA	64%	62%	43%
Math Avg Score	97	NA	496	505	511
	98	NA	498	505	512
Verbal Avg Score	97	NA	509	515	505
	98	NA	519	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Vicenza ES
UNIT 31401, BOX 11
APO AE 09630-0005

DSN Phone: 634-7579
Fax Number: 39-0444-517715
Commercial Phone:
39-0444-517579

DoDEA Writing Assessment

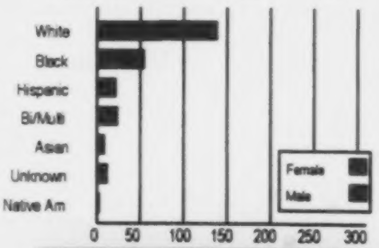
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	62	Not Met	26%	31%	36%	7%	2%
5	97	51	Met	22%	67%	4%	6%	2%
5	98	62	Met	16%	71%	11%	2%	0%

Vicenza, Italy

Department of Defense Education Activity
Vicenza High School (7-12)
1997/98 School Profile
Peter Price, Principal

School Characteristics

Student Enrollment - 257



Grade	
7	48
8	52
9	49
10	40
11	33
12	35
Total	257

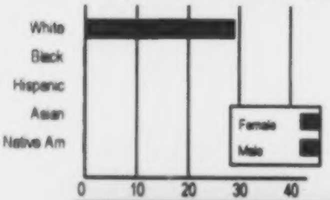
Sponsor Affiliation	
Marine	<.5%
Army	64%
Navy	<.5%
Air Force	13%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	21%
Non-US Civilians	<.5%

Special Programs			
Grade Offered	Program		
PK-12	Special Education	16	6%
K-8	TAG	N/A	N/A
K-12	ESL	1	<.5%
1	Reading Recovery	N/A	N/A
7-12	AVID	12	
AP Courses Offered		4	
Students Taking AP Courses		17	25%

Teacher Experience	
Year	Teacher
New	0
1-3	0
4-6	0
7-10	3
> 10	21

Mobility Rate
27% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	1.5
Classroom Teachers	22.5
Special Education	1
Other Professionals	2

Teacher Education	
Degree	Teacher
BA/BS	30 %
MA/MS	59 %
Doctorate	11 %

Principal's Highlights

The first Parent Teacher Partnership Conference was an extremely sucessful event this school year. With support of the command structure, the community military personnel were given the opportunity to spend a day at the school and take part in six out of twenty four discussion sessions concerning different aspects of the school. Three areas of each program were studied in each session: advantages, issues needing attention, and improvements to the program. A summary report was mailed to all participants.

A noteworthy initiative was a tutoring program designed, implemented and evaluated by students for students. The program will expand for next year to include a community tutoring coordinator and military unit offering itself as a resource for tutors.

We established an extra duty position to deal with "closing the gap" in math. The person works with parents as well as students to improve math skills for all students.

A renovation project has provided Internet access to all classrooms. SILT and SAC committees are becoming more closely aligned and will meet jointly next year to ensure further progress toward our school improvement goals.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Writing across the curriculum continues to be emphasized. Students writing for publication and contests have increased dramatically. Stars and Stripes and the Outlook, a local newspaper, have included articles and letters generated by students. Math teachers use essay questions as assessment tools. Emphasis was placed on student preparation for the DoDEA writing assessment.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Students at risk for failure were identified for a tutoring program by SILT. Students and community volunteers provided remediation of basic math skills during twice-weekly tutoring sessions. Math gap coordinator position has been established. A math support class will be incorporated into next year's schedule. Student coordinators for the tutoring program were identified for SY 98/99.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Installation of school wide email system has increased communication between parents, community and the school. Students have continued to revise and update the school web page and the alumni web page. Use of AFN radio and television as well as community newspaper, to communicate information and upcoming events has greatly increased.

Benchmark 10.8: Establish Technology for teachers and administrators

The school continues to be part of the PTI initiative. A technology upgrade has increased classroom use of Internet by students for research projects. The acquisition of a series of network printers has enhanced the capability of classrooms to use laser printers. More students are using technology as a tool for research and presentation of assignments.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.9	3.8	3.9
Co-Supporters	3.2	3.4	3.5
Co-Learners	3.2	3.1	3.1
Co-Teachers	3.3	3.5	3.5
Co-Advisors	3.6	3.4	3.3

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

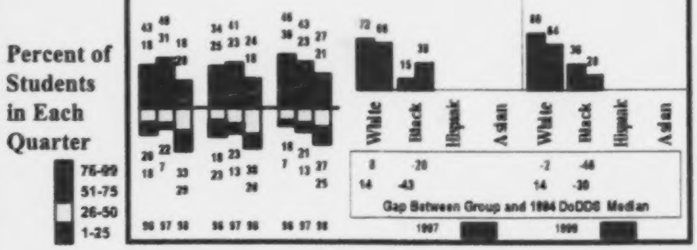
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

In the fall, a Parent Teacher Partnership Conference provided contact between the staff and 95+% of parents. In early spring, an Education 2000 Team confirmed findings from this conference. A community tutoring coordinator has been identified for SY 98-99, and a partnership with a military unit as a resource for tutors has been established.

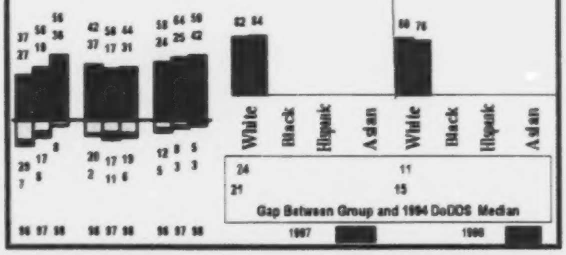
Grade 7

1998 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	43	45	50	52	53
District	62.9	62.6	60.3	56.4	61.6
DoDDS	68.6	64.6	65.9	59.9	64.9
Nation	50	50	50	50	50
# Students	45	45	48	47	48



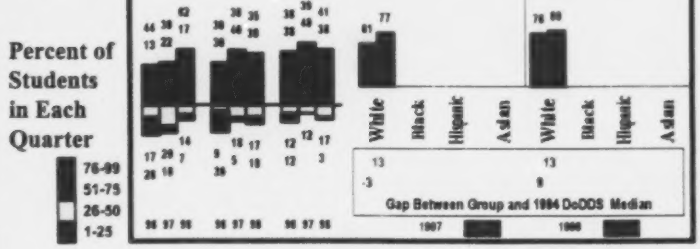
Grade 9

1998 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	78.7	68.5	75	69.7	69.3
District	74.7	71.7	71.0	70.8	67.0
DoDDS	70.8	68.4	68.8	64.9	62.9
Nation	50	50	50	50	50
# Students	36	36	38	37	38



Grade 11

1998 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	81	64	71	66.7	69
District	70.4	71.6	70.5	65.0	68.2
DoDDS	69.9	69	69	65.4	66.5
Nation	50	50	50	50	50
# Students	29	29	29	29	29



SAT Results		School	District	DoDDS	Nation
% Participating	97	45%	71%	63%	41%
	98	37%	64%	62%	43%
Math Avg Score	97	496	496	505	511
	98	505	498	505	512
Verbal Avg Score	97	490	509	515	505
	98	516	519	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Vicenza HS
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APO AE 09630-0005

DSN Phone: 634-7656
Fax Number: 39-0444-517220
Commercial Phone:
39-0444-517656

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	96	40	Not Met	40%	33%	18%	8%	3%
8	97	47	Not Met	17%	38%	28%	13%	4%
8	98	49	Not Met	35%	37%	10%	18%	0%
10	96	48	Met	21%	63%	17%	0%	0%
10	97	44	Met	52%	34%	11%	0%	2%
10	98	39	Met	51%	38%	8%	3%	0%

SECTION G

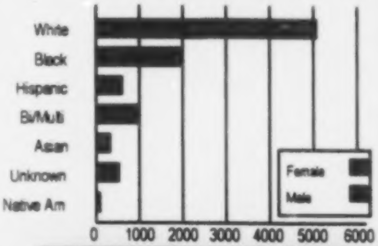
DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

KAISERSLAUTERN DISTRICT
1997-1998

Department of Defense Education Activity
Kaiserslautern District (PK-12)
1997/98 District Profile
Terrence Kacik, Superintendent

District Characteristics

Student Enrollment - 9,415



Special Programs			
Grade Offered	Program		
PK-12	Special Education	1269	13%
K-8	TAG	909	12%
K-12	ESL	142	2%
1	Reading Recovery	134	14%
7-12	AVID	203	▨
AP Courses Offered		29	▨
Students Taking AP Courses		287	41%

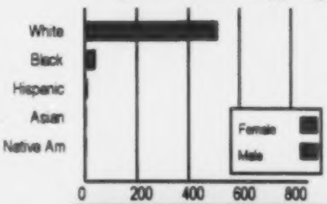
Grade	
PreK	138
K	961
1	967
2	999
3	973
4	860
5	800
6	725
7	649
8	606
9	541
10	504
11	379
12	313
Total	9415

Sponsor Affiliation	
Marine	<.5%
Army	46%
Navy	<.5%
Air Force	45%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	9%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	11
1-3	28
4-6	38
7-10	65
> 10	512

Mobility Rate
36% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	34
Classroom Teachers	475
Special Education	73.5
Other Professionals	116.5

Teacher Education	
Degree	Teachers
BA/BS	27 %
MA/MS	71 %
Doctorate	2 %

Superintendent's Highlights

Promoting curriculum-embedded performance assessment to enhance teaching and learning was a major district focus. Educators throughout the district participated in rubric development and used a variety of performance assessments to measure student achievement. Assessment results guided decisions to effectively meet the needs of all students.

SILTs and administrators presented pre/post student achievement data and shared best practices with peers at district meetings. Curriculum Liaisons focused on integrated staff development to support the Strategic Plan. Survey feedback from SILTs and administrators indicates 97% satisfaction with district office support of all benchmarks.

The majority of the district's schools met or exceeded DoDEA's writing goals as measured by the DODDS Writing Assessment of grades 5, 8 and 10. GOALS Test Math results showed a 15-57% increase from the pre to post test scores.

Teacher Cadres continued to promote cooperative learning at all levels across all content areas. Progress has been made in balancing cooperative team skills with increased technology use. The routine use of technology has been institutionalized while assistive technology for special needs students has increased.

DoDEA Strategic Plan School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Extensive staff development by publishers' representatives and trained Lead Teachers has prepared the district's educators for full implementation of the integrated Language Arts/Reading program. Teachers of grades 5, 8, and 10 were trained in writing assessment, and ninth grade Social Studies teachers were prepared for the initiation of the Service Learning curriculum component.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

In a demonstration lab, K-8 teachers were introduced to standards-driven hands-on science activities. Nearly 200 parents taught 40 science activities to thousands of elementary/middle school students during science "Phun Days". The focus in math was on performance-based assessment, to guide instruction. A math pre- and post-testing program was instituted.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Effective communication with all members of the educational community is a top district priority. Curriculum evenings, Superintendent's Forums, and regular briefings to military commands serve to keep everyone informed of district priorities and progress. Next year, we plan to have a military point of contact from each community to co-communicate with the district.

Benchmark 10.8: Establish Technology for teachers and administrators

In concert with the DoDEA Technology Plan, five more district elementary schools received Media Center upgrades, while six other schools received new computer labs. Ongoing staff development in the field of technology included numerous workshops, university courses, and summer training sessions. Almost all our students have access to internet and e:mail.

Average Ratings of SHP Progress		
Tier	District	DoDDS
Co-Communicators	3.9	3.9
Co-Supporters	3.6	3.5
Co-Learners	3.2	3.1
Co-Teachers	3.6	3.5
Co-Advisors	3.3	3.3

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

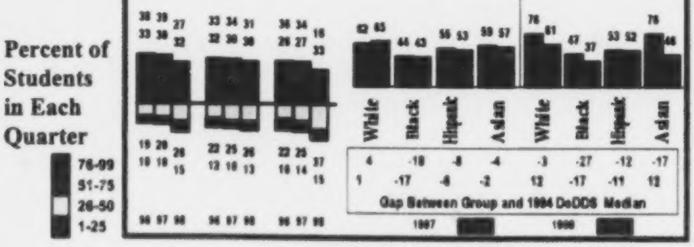
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

Based on survey feedback, increased focus has been placed on two-way communication and active parental involvement as co-teachers. Parent centers have served to increase active participation in district schools. There is a high level of community and parent volunteerism at the tier-four level. Volunteers are active at all levels throughout the district.

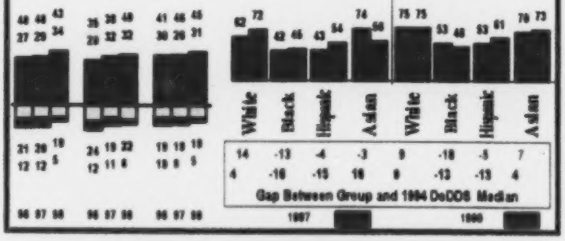
Grade 3

1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
District	57.3	60.6	49.6	55.4	54.0
DoDDS	57.1	61.4	50.5	57.2	53.4
Nation	50	50	50	50	50
# Students	844	844	840	843	839



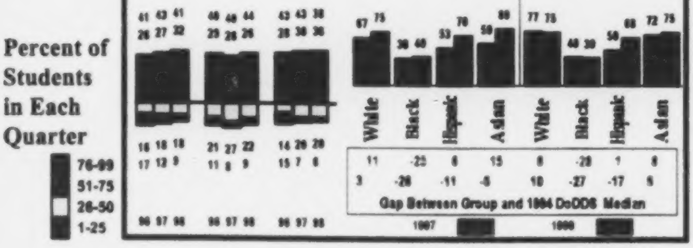
Grade 7

	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
District	70.4	69.3	70.8	64.5	67.8
DoDDS	68.6	64.6	65.9	59.9	64.9
Nation	50	50	50	50	50
# Students	605	605	602	609	605



Grade 11

1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
District	69.4	70.4	69.4	66.4	64.5
DoDDS	69.9	69	69	65.4	66.5
Nation	50	50	50	50	50
# Students	343	342	342	347	343



SAT Results		District	DoDDS	Nation
% Participating	97	58%	63%	41%
	98	57%	62%	43%
Math Avg Score	97	514	505	511
	98	511	505	512
Verbal Avg Score	97	519	515	505
	98	532	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

DoDDS-Kaiserslautern District
Attn: Terrence Kacik
Unit 3405
APO AE 09094

DSN Phone: 489-6339
Fax Number: 49-631-98762
Commercial Phone:
49-631-351370

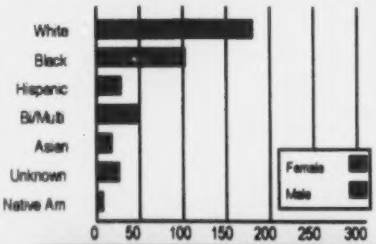
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	748	Met	32%	52%	13%	2%	1%
5	97	704	Met	31%	56%	6%	5%	2%
5	98	721	Met	21%	73%	6%	1%	0%
8	96	544	Not Met	26%	41%	28%	5%	0%
8	97	335	Met	30%	46%	16%	7%	1%
8	98	537	Met	31%	45%	20%	3%	1%
10	96	424	Not Met	31%	42%	22%	4%	0%
10	97	410	Met	49%	35%	14%	1%	1%
10	98	447	Met	47%	39%	9%	4%	1%

Bad Kreuznach,
Germany

Department of Defense Education Activity
Bad Kreuznach Elementary School (PK-6)
1997/98 School Profile
Elaine Grande, Principal

School Characteristics

Student Enrollment - 406



Grade	
PreK	15
K	71
1	58
2	56
3	58
4	54
5	51
6	43
Total	406

Sponsor Affiliation	
Marine	<.5%
Army	90%
Navy	<.5%
Air Force	4%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	6%
Non-US Civilians	<.5%

Special Programs

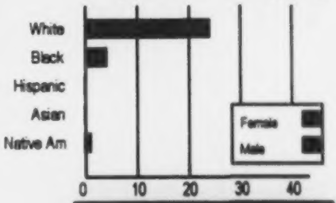
Grade (Offered)	Program	[illegible]	[illegible]
PK-12	Special Education	70	17%
K-8	TAG	81	20%
K-12	ESL	N/A	N/A
1	Reading Recovery	11	19%
7-12	AVID	N/A	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	1
4-6	1
7-10	2
> 10	23

Mobility Rate
40% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	1
Classroom Teachers	18
Special Education	5
Other Professionals	6.5

Teacher Education

Degree	Teachers
BA/BS	28 %
MA/MS	72 %
Doctorate	0 %

Principal's Highlights

The SILT team has effectively coordinated activities, communicated our goals, and provided leadership to the staff and parents. All faculty were members of a Benchmark Committee and were involved in initiatives to support our goals.

Pre-implementation training for the new language arts program, GOALS assessment workshops, Homework Club for students, use of parent volunteers in classrooms, parent support groups, Young Authors Program, and emphasis on standards were activities in support of student achievement in reading and math.

In support of Benchmark 8.1, many activities such as newsletters, SAC presentations, inclusion of parents in inservices, multi-cultural activities, our Parent Center, surveys, parent volunteers, PTSA, and presentations at military staff meetings were implemented.

The 10.8 Committee coordinated inservices for teachers in the use of the pentium lab, supported after school clubs for students, and assisted in scheduling all classes for lab instruction.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97/98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Grades 1-6 selected a more focused target area of reading comprehension. The results of pre/ post testing indicated an increase in average mastery level of 20% overall. Next year, the faculty will identify students in the bottom quartile and apply interventions to raise scores. To increase the validity of comparative date, only students who are administered both tests will be included.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

Using the math standards, each grade level selected a focused math computation target area. Pre/post testing indicated an increase of average student mastery level of 21% overall. Next year, our school will identify students in the lowest quartile and apply interventions to raise scores.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

SIP goals and assessment data were posted in the office and provided to parents through our bi-weekly newsletter. Presentations on SIP were provided to SAC, PTSA Board members, and the Commander. The SHP liaison gave a presentation to our SAC on the 5-Tiered Model of parent involvement. Parents have volunteered to participate on our SILT, 8.1, and 10.8 next SY.

Benchmark 10.8: Establish Technology for teachers and administrators

A 25 workstation pentium lab was operational in Sept. 97. All classes KP-6 grade scheduled weekly/bi-weekly classes. Students/staff login to the server. Staff development was provided for various programs. The Library and Computer Clubs extended the computer curriculum. We plan for the acquisition of internet access. Goals are student mailboxes and pentiums in each classroom.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	3.4	3.9	3.9
Co-Supporters	3.7	3.6	3.5
Co-Learners	3.0	3.2	3.1
Co-Teachers	3.4	3.6	3.5
Co-Advisors	3.0	3.3	3.3
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

Goal 8: Parental Participation

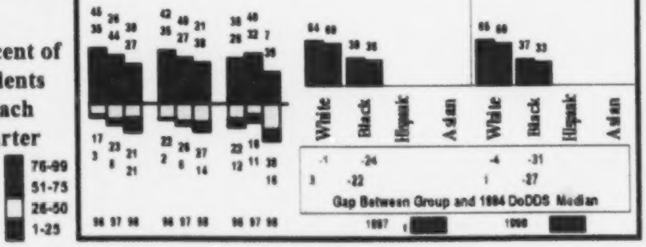
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Our SHP organized activities incorporating the five-tiered model in our school including a bi-weekly newsletter, multi-cultural activities, Homework Club, computer lab support, Parent Center and the coordination of parent speakers/ volunteers. A survey was given in the fall and spring which indicated our goal of providing a positive and welcoming environment was fulfilled.

Grade 3

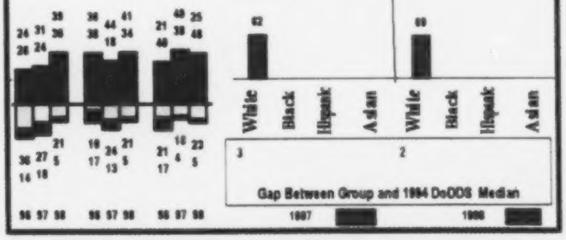
1998 Median Percentiles for:	**Benchmark 3.1**			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
School	55	58	47.8	47	54.3
District	57.3	60.6	49.6	55.4	54.0
DoDDS	57.1	61.4	50.5	57.2	53.4
Nation	50	50	50	50	50
# Students	56	56	56	56	56

Percent of Students in Each Quarter



Grade 5

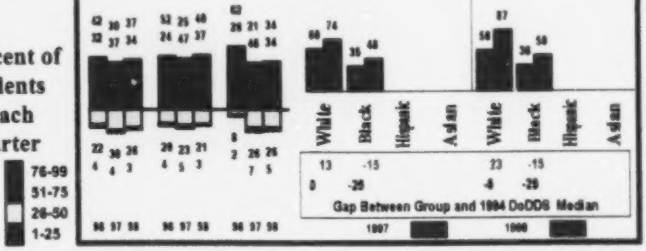
1998 Median Percentiles for:	**Benchmark 3.1**			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
School	71.5	67.5	62.5	62.5	58
District	66.7	61.7	64.8	55.6	59.9
DoDDS	67.5	63.4	66.1	61	63.2
Nation	50	50	50	50	50
# Students	44	44	44	44	44



Grade 6

1998 Median Percentiles for:	**Benchmark 3.1**			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
School	64	69.3	67	61.2	64.7
District	63.0	67.6	64.6	62.3	65.6
DoDDS	62.7	65.2	64.7	62	64.9
Nation	50	50	50	50	50
# Students	38	38	38	38	38

Percent of Students in Each Quarter



SAT Results					
		School	District	DoDDS	Nation
% Participating	97	NA	58%	63%	41%
	98	NA	57%	62%	43%
Math Avg Score	97	NA	514	505	511
	98	NA	511	505	512
Verbal Avg Score	97	NA	519	515	505
	98	NA	532	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Bad Kreuznach ES
CMR 441
APO AE 09252-0005

DSN Phone: 490-7110/6133
Fax Number: 49-671-68134
Commercial Phone:
49-671-73000

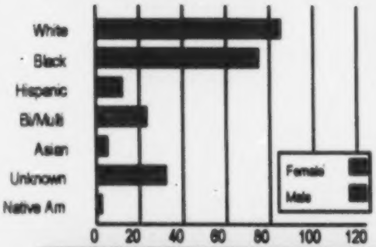
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	41	Met	27%	63%	7%	2%	0%
5	97	46	Met	20%	65%	11%	4%	0%
5	98	43	Met	19%	81%	0%	0%	0%

Bad Kreuznach, Germany

Department of Defense Education Activity
Bad Kreuznach High School (7-12)
1997/98 School Profile
Charles Helmstetler, Principal

School Characteristics

Student Enrollment - 234



Grade	
7	50
8	47
9	43
10	42
11	31
12	21
Total	234

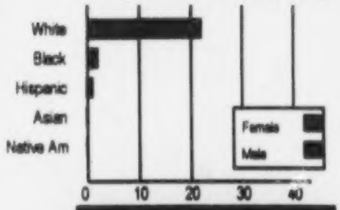
Sponsor Affiliation	
Marine	<.5%
Army	84%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	15%
Non-US Civilians	<.5%

Special Programs			
[illegible]	[illegible]		
PK-12	Special Education	15	6%
K-8	TAG	N/A	N/A
K-12	ESL	1	<.5%
1	Reading Recovery	N/A	N/A
7-12	AVID	13	▨
AP Courses Offered		3	▨
Students Taking AP Courses		13	25%

Teachers' Experience	
[illegible]	[illegible]
New	0
1-3	0
4-6	2
7-10	0
> 10	19

Mobility Rate
25% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	21.5
Special Education	1
Other Professionals	2.5

Teacher Education	
Degree	Teacher
BA/BS	21 %
MA/MS	67 %
Doctorate	12 %

Principal's Highlights

Significant gains were noted in writing and math at BKHS this year. Local assessment tools were revised and specific instructional techniques utilized as the faculty worked on strategic goals. The DoDEA rubric became an important instrument for all teachers and students as writing was taught and emphasized in all curricular areas. Students increased math skills with calculator usage.

Next year, BKHS will expand the complexity of current writing and math strategies. In this way, we can ensure an enriching, challenging curriculum.

Members of the student body performed exceptionally well at the following Europe-wide competitions: Writing Assessment, Drama and Foreign Language Fests, Math Counts, Brain Bowl, and JROTC Drill Team.

A Student/Teacher Assistance Team (STAT) has been established to facilitate the achievement of all students through specific interventions and staff support.

Increased parent support, extended staff advocacy of action plan goals, and higher achieving students all contribute to a positive environment at BKHS!

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

After adapting the DoDEA rubric and instructing teachers and students in its use, baseline data for writing were collected from all classes in the fall. Writing continued in all classes throughout the year resulting in increased average scores for each grade in the spring. These results are validated by phenomenal leaps in the the DoDEA Writing Assessment over the last three years.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

Students continued to increase computational skills this year even though the math assessment instrument became more complex. Math teachers focused on specific skills, while other departments had students average grades, convert scores to percentages, and utilize timelines. Since 1996, the overall average local assessment scores have surpassed 80%.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Parental input has enhanced the monthly newsletter which includes a "SIP QUIPS" column designed to make the public increasingly aware of strategic plan improvements. With higher attendance this year, SAC meetings have provided a venue for further work toward action plan efforts.

Benchmark 10.8: Establish Technology for teachers and administrators

72 new computers have allowed for the establishment of three updated labs and numerous computers per classroom. Internet access and cc: Mail are available to computer science students and all teachers in labs, classrooms, and the Media Center. Technology allows for increased accountability as supplies, equipment, grades, and attendance are maintained on appropriate software.

Average Ratings of SIP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	3.8	3.9	3.9
Co-Supporters	2.9	3.6	3.5
Co-Learners	2.3	3.2	3.1
Co-Teachers	3.0	3.6	3.5
Co-Advisors	3.2	3.3	3.3

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

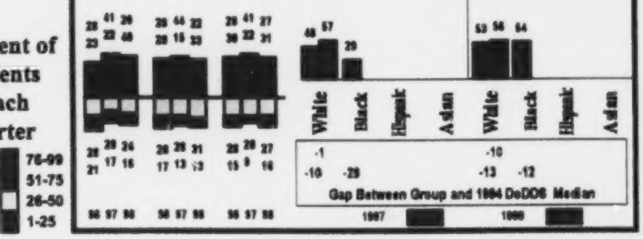
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

This year's School Advisory Council (SAC) meetings played a significant role in expanding parent involvement in decision making areas. As BKHS raised public awareness of current school practices and future plans for improvement, the community reacted by expanding its level of commitment. Parents are now an active component of the leadership team and all school-home endeavors.

Grade 7

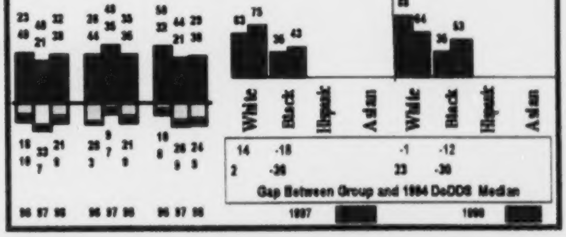
1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	61	56	60	43	53
District	70.4	69.3	70.8	64.5	67.8
DoDDS	68.6	64.6	65.9	59.9	64.9
Nation	50	50	50	50	50
# Students	45	45	45	45	45

Percent of Students in Each Quarter



Grade 9

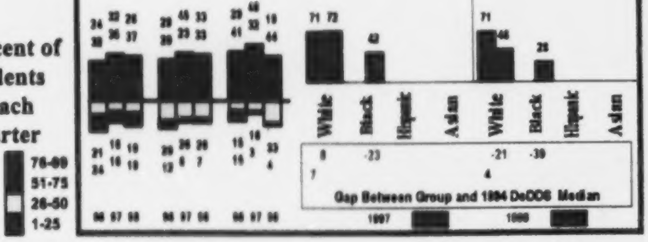
1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	64.7	63.5	62	49	57.6
District	70.3	67.1	68.7	65.4	63.0
DoDDS	70.8	68.4	68.8	64.9	62.9
Nation	50	50	50	50	50
# Students	34	34	34	34	34



Grade 11

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	60	56	55.7	55	46
District	69.4	70.4	69.4	66.4	64.5
DoDDS	69.9	69	69	65.4	66.5
Nation	50	50	50	50	50
# Students	27	27	27	27	27

Percent of Students in Each Quarter



SAT Results		[illegible]	District	DoDDS	Nation
% Participating	97	41%	58%	63%	41%
	98	48%	57%	62%	43%
Math Avg Score	97	451	514	505	511
	98	464	511	505	512
Verbal Avg Score	97	465	519	515	505
	98	467	532	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Bad Kreuznach HS
UNIT 2432
APO AE 09252-0005

DSN Phone: 490-5754/5883
Fax Number: 49-671-72898
Commercial Phone:
49-671-72037

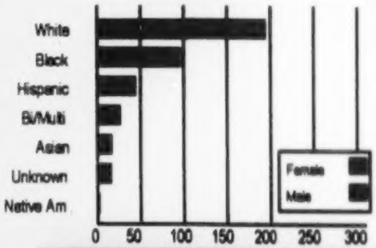
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	96	36	Not Met	25%	39%	33%	3%	0%
8	97	42	Not Met	19%	45%	21%	12%	2%
8	98	48	Not Met	21%	46%	31%	2%	0%
10	96	27	Not Met	26%	48%	22%	4%	0%
10	97	36	Met	33%	50%	17%	0%	0%
10	98	39	Not Met	23%	44%	20%	13%	0%

Baumholder, Germany

Department of Defense Education Activity
Baumholder High School (7-12)
1997/98 School Profile
Thomas F. Dignan, Principal

School Characteristics

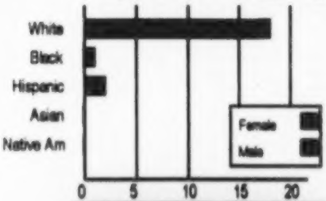
Student Enrollment - 391



Grade	
7	99
8	79
9	64
10	72
11	38
12	39
Total	391

Sponsor Affiliation	
Marine	<.5%
Army	87%
Navy	<.5%
Air Force	3%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	9%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program		
PK-12	Special Education	26	7%
K-8	TAG	N/A	N/A
K-12	ESL	4	1%
1	Reading Recovery	N/A	N/A
7-12	AVID	39	▨
AP Courses Offered		3	▨
Students Taking AP Courses		22	29%

Teacher Experience

Years	Count
New	0
1-3	1
4-6	2
7-10	1
> 10	30

Mobility Rate
39% Per Year

School Staff

Category	FTE
Administrators	2
Classroom Teachers	31.5
Special Education	2
Other Professionals	3

Teacher Education

Degree	Teacher
BA/BS	46 %
MA/MS	51 %
Doctorate	3 %

Principal's Highlights

Baumholder High School continues to strive to meet the standards of excellence expected from the Baumholder Military Community and DoDEA. The Block Schedule offers students an opportunity to improve academically in an environment that allows for a greater depth of understanding and time to perfect skills.

Staff development activities for SY 97-98 were designed to enhance strategies derived from the DoDEA Strategic Plan and included sessions on student assessment, school improvement initiatives, technology, student discipline, working with at-risk students and successful teaching strategies.

School/Home Partnership activities centered on a multi-cultural theme. Parents presented programs and enrichment activities that spanned a variety of cultures. Senior parents met with the counselor and senior sponsor each month as a support network. The one day workshop, "Parents and Teachers Learning Together," was the culmination of efforts to bring parents and teachers together to learn, discuss and share strategies for effectively working with students. Critical information for parents was publicized in English, German, and Spanish.

DoDEA Strategic Plan School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Teachers in all curricular areas worked with students to improve written and verbal communication skills. School-wide writing assessments were given to determine how well students "write for clarity." A new writing rubric emphasized the element of organization. Teachers provided students with many opportunities to give prepared oral presentations in all subject areas.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

In order for students to apply math to the real world, teachers in all content areas continued to ask students to create, interpret, and use graphs, tables, charts, etc. During SY 97-98 teachers determined that students needed additional instruction and practice in using statistics. Students were asked to use statistics: percents, decimals, and fractions as they relate to each course of study.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

School newsletters kept parents informed about school activities and through mail-back response forms invited parent participation, comments, and concerns about school programs. Parents and teachers used conferences, e-mail, telephone, project requirement sheets, and the student agenda for two-way communication. Radio and news articles reported school events.

Benchmark 10.8: Establish Technology for teachers and administrators

100% of the faculty used Integrade to report student grades. This year most teachers sent home computerized mid-term progress reports to parents. The completion of the media center renovation, additional Internet access, upgraded research technology, and a new computer writing lab will be available for SY 98-99. Installation of a LAN system during SY 98-99 is anticipated.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	4.2	3.9	3.9
Co-Supporters	3.2	3.6	3.5
Co-Learners	3.5	3.2	3.1
Co-Teachers	3.8	3.6	3.5
Co-Advisors	3.6	3.3	3.3

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

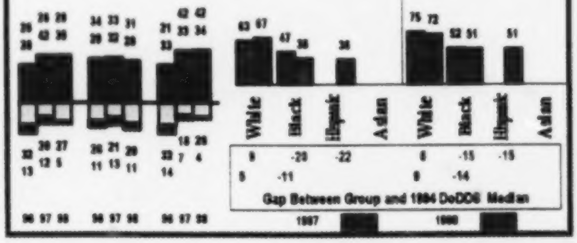
Parents supported a variety of school activities. They provided information about needs and interests to help determine the mini courses taught by teams of parents and teachers in a half-day workshop; "Parents and Teachers Learning Together." Parents of seniors met monthly to support one another, learn more about the college application process, and help with the scholarship fund drive.

Grade 7

1998 Median Percentiles for:

	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	65.2	60.8	70.5	51	66
District	70.4	69.3	70.8	64.5	67.8
DoDDS	68.6	64.6	65.9	59.9	64.9
Nation	50	50	50	50	50
# Students	100	100	100	101	101

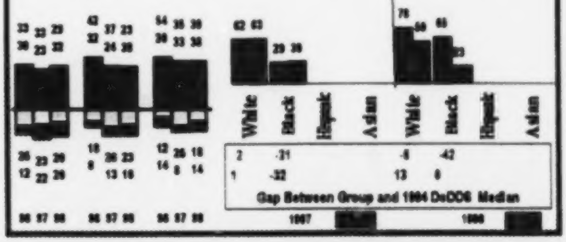
Percent of Students in Each Quarter



76-99
51-75
26-50
1-25

Grade 9

	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	58	62	61	55	50
District	70.3	67.1	68.7	65.4	63.0
DoDDS	70.8	68.4	68.8	64.9	62.9
Nation	50	50	50	50	50
# Students	56	56	56	56	56

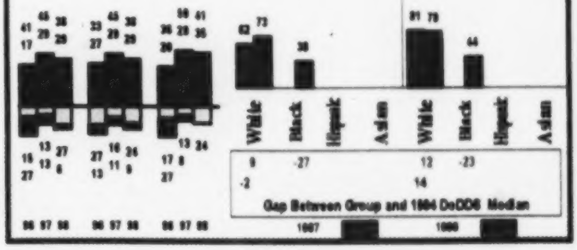


Grade 11

1998 Median Percentiles for:

	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	67	70	72.3	58.7	66
District	69.4	70.4	69.4	66.4	64.5
DoDDS	69.9	69	69	65.4	66.5
Nation	50	50	50	50	50
# Students	34	34	34	34	33

Percent of Students in Each Quarter



76-99
51-75
26-50
1-25

SAT Results					
	[illegible]	[illegible]	[illegible]	DoDDS	Nation
% Participating	97	56%	58%	63%	41%
	98	72%	57%	62%	43%
Math Avg Score	97	494	514	505	511
	98	471	511	505	512
Verbal Avg Score	97	494	519	515	505
	98	509	532	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Baumholder HS
UNIT 23746
APO AE 09034-0005

DSN Phone: 485-7590/7591
Fax Number: 49-6783-9116
Commercial Phone:
49-6783-5725

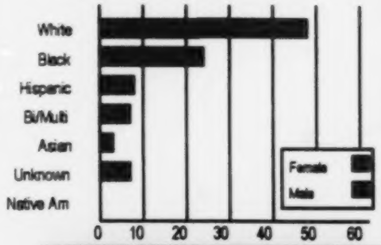
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	96	93	Not Met	24%	42%	28%	7%	0%
8	97	64	Met	33%	45%	16%	5%	2%
8	98	67	Met	34%	49%	13%	3%	0%
10	96	52	Met	42%	35%	17%	6%	0%
10	97	44	Met	68%	27%	4%	0%	0%
10	98	53	Met	53%	42%	6%	0%	0%

Dexheim, Germany

Department of Defense Education Activity
Dexheim Elementary School (K-6)
1997/98 School Profile
Katherine L. Peters, Principal

School Characteristics

Student Enrollment - 97



Special Programs			
Grades Offered	Program	[illegible]	[illegible]
PK-12	Special Education	9	9%
K-8	TAG	31	32%
K-12	ESL	1	1%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

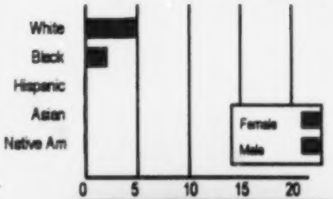
Grade	
K	13
1	18
2	13
3	14
4	20
5	11
6	8
Total	97

Sponsor Affiliation	
Marine	<.5%
Army	97%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	3%
Non-US Civilians	<.5%

Teacher Experience	
Years	[illegible]
New	0
1-3	0
4-6	0
7-10	1
> 10	6

Mobility Rate
54% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	1
Classroom Teachers	4.5
Special Education	0.5
Other Professionals	0.5

Teacher Education	
Degree	Teacher
BA/BS	30 %
MA/MS	70 %
Doctorate	0 %

Principal's Highlights

Throughout the year, the Dexheim Elementary School Improvement Plan was our guide for all activities. All teachers used Daily Language Practice. After school programs included Young Authors, and computer classes which emphasized math and writing.

The school obtained increased parent and community involvement through PTSA, the SILT, parent volunteers, and the unit partnership. Parents were also involved in a Parent Hobby Day, school wide Reading Celebration, Open House, Multicultural Week, Celebrating Young Authors Week, and Field Day. All parents received a weekly school newsletter. Parents were invited to staff meetings, to training at the school and to training at the district level. All faculty members were involved in the Strategic Plan and worked with parents and community in providing a balanced program for the children. After school activities for all grade levels included math, sports, computers, art, and student council.

All teachers participated in Pentium computer lab training offered by the DSO staff. Internet connectivity has been scheduled for the school in the future.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97/98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

The staff has established improving student writing proficiency as the priority for this Benchmark. Teachers use a variety of strategies to motivate and increase the students' ability to write well. Strategies include Daily Language Practice, writers workshop, peer editing, and rubric self scoring. A writers club is offered for children who wish to explore different types of written expression.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Our focus is in the area of Math. Our goal to increase the students' ability to communicate mathematically, was supported by MathLand, daily math logs, journals, and daily tune-ups. Math Olympiad is open to all children, grades 3-6. We continue to analyze data to determine possible ethnic or gender gaps in achievement; and to focus efforts on children scoring in the lower quartile.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

A weekly newsletter goes to all parents. All teachers regularly communicate with their parents. The SAC, SILT, and PTSA, as well as a Red Cross volunteer program, encourage communication among the school constituencies. Parents are invited to inservices and to share their culture and hobbies with classes. There is strong community participation.

Benchmark 10.8: Establish Technology for teachers and administrators

In anticipation of our new pentium lab, all professional staff has received technology training. The media center has LAN connections including the computer upgrade and internet equipment. The school has received new administrative computers and is awaiting Internet connectivity.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	4.1	3.9	3.9
Co-Supporters	3.6	3.6	3.5
Co-Learners	3.3	3.2	3.1
Co-Teachers	3.6	3.6	3.5
Co-Advisors	3.4	3.3	3.3
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

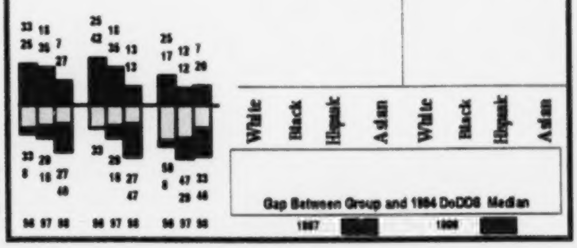
Overall scores were most favorable in the School Home Partnership self-evaluation in the areas of co-communicators, co-supporters, and co-learners. This year, we focused on increasing parent and community volunteers, both in the classrooms and media center, and for special programs, i.e. sharing their culture during "Multicultural Week."

Grade 3

1998 Median Percentiles for:	Benchmark 3.1 Read	 Lang	 Soc Stdy	Benchmark 4.2 Math	 Science
School	31	32	32	35	46
District	57.3	60.6	49.6	55.4	54.0
DoDDS	57.1	61.4	50.5	57.2	53.4
Nation	50	50	50	50	50
# Students	15	15	15	15	15

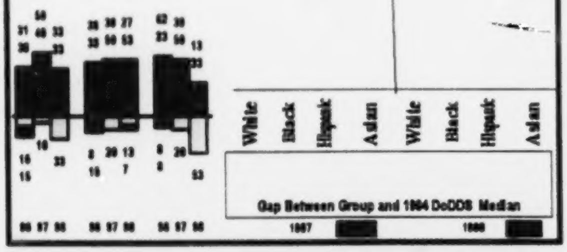
Percent of Students in Each Quarter

76-99
51-75
26-50
1-25



Grade 4

1998 Median Percentiles for:	Benchmark 3.1 Read	 Lang	 Soc Stdy	Benchmark 4.2 Math	 Science
School	60	69.3	50	67	47
District	61.6	60.0	60.8	56.4	57.1
DoDDS	65.1	62.8	63.6	61	61.2
Nation	50	50	50	50	50
# Students	15	15	15	15	15

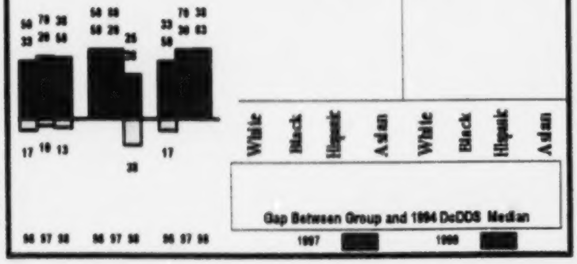


Grade 5

1998 Median Percentiles for:	Benchmark 3.1 Read	 Lang	 Soc Stdy	Benchmark 4.2 Math	 Science
School					
District	66.7	61.7	64.8	55.6	59.9
DoDDS	67.5	63.4	66.1	61	63.2
Nation					
# Students	8	8	8	8	8

Percent of Students in Each Quarter

76-99
51-75
26-50
1-25



SAT Results					
		School	District	DoDDS	Nation
% Participating	97	NA	58%	63%	41%
	98	NA	57%	62%	43%
Math Avg Score	97	NA	514	505	511
	98	NA	511	505	512
Verbal Avg Score	97	NA	519	515	505
	98	NA	532	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Dexheim ES
CMR 406
APO AE 09110-0005

DSN Phone: 334-5876
Fax Number: 49-6133-59932
Commercial Phone:
49-6133-50331

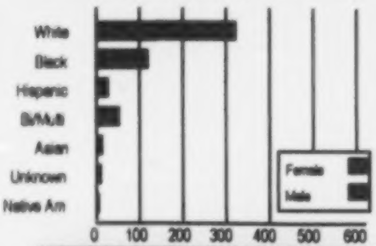
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	97	9	Met	22%	56%	11%	11%	0%
5	98	7	Not Met	0%		0%	0%	0%

Kaiserslautern, Germany

Department of Defense Education Activity
Kaiserslautern Elementary School (PK-5)
1997/98 School Profile
Lester Hany, Principal

School Characteristics

Student Enrollment - 535



Special Programs			
Grade Offered	[illegible]		
PK-12	Special Education	104	19%
K-8	TAG	97	18%
K-12	ESL	17	3%
1	Reading Recovery	18	24%
7-12	AVID	N/A	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

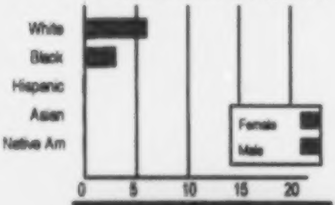
Grade	
PreK	19
K	72
1	76
2	109
3	93
4	77
5	89
Total	535

Sponsor Affiliation	
Marine	<.5%
Army	36%
Navy	<.5%
Air Force	48%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	15%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	0
1-3	1
4-6	0
7-10	1
> 10	36

Mobility Rate
38% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	21
Special Education	7
Other Professionals	8.5

Teacher Education	
Degree	Teacher
BA/BS	18 %
MA/MS	80 %
Doctorate	2 %

Principal's Highlights

This year was an NCA year at Kaiserslautern Elementary School. Kaiserslautern was fully accredited by the North Central Association. In reviewing our progress towards our Goals several suggestions were provided. These suggestions will be incorporated into our Action Plan for next school year. This school year at Kaiserslautern Elementary we saw growth in all targeted areas. We are making progress towards reaching our goal of improving students' performance in the understanding of various cultures. The indications of the assessment data were that all ethnic groups in Science have improved.

Our focus for next school year will be on revising our action plan to align activities with identified learner outcomes. We continue to increase the number of parents who are actively involved in their children's education through involvement in Literature and Technology Committees, the Science Committee, School/Home Partnership and the School Improvement Leadership Team.

DoDEA Strategic Plan School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

We are making progress towards reaching our goal of improving students' performance in the understanding of various cultures. Students have participated in a variety of multi-cultural activities, including a highly successful Multicultural Day. As expected, the students' knowledge of different cultures increased as the students progressed through the grades.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

All students participated in a schoolwide Science PHUN Day, Science Expo, and a Star Lab Planetarium lesson. Students were also involved in science enrichment classes. The PTA has provided yearlong science centers, which were rotated from room to room. The indications of the assessment data were that all ethnic groups improved in science.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Technology continues to play an important role among teachers, students and parents at KES. Most teachers are connected to CC: Mail which allows them to communicate with each other as well as with parents via E: Mail. Internet access is available from the school's Pentium computer lab and from many of the classrooms.

Benchmark 10.8: Establish Technology for teachers and administrators

KES has a Home Page on the Internet. Every classroom used the Pentium computer lab at least once a week. The Apple lab is still functioning. KES students again took "Best of the Show" at the Media Fest. Teachers continue to develop their computer skills through after school classes. PTI Special Education Teachers are working in inclusion with Scholastic materials.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	3.7	3.9	3.9
Co-Supporters	3.4	3.6	3.5
Co-Learners	2.8	3.2	3.1
Co-Teachers	3.2	3.6	3.5
Co-Advisors	3.1	3.3	3.3

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

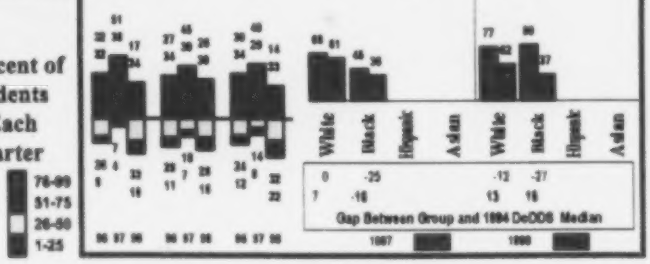
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Surveys showed the majority of parents agreed or strongly agreed that parents are informed about school policies and curriculum. Most parents feel they should have some influence on the education of their children. Parents are continually encouraged to volunteer in the school. We have 212 active school volunteers, which represents 40 % of the school population.

Grade 3

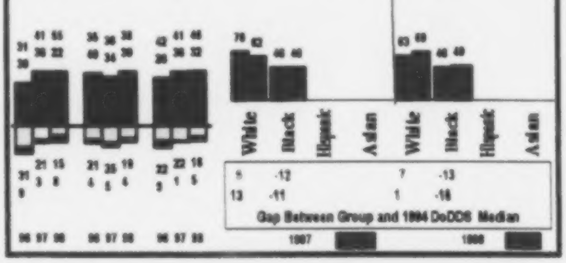
1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	51	54.7	49.6	49	44.2
District	57.3	60.6	49.6	55.4	54.0
DoDDS	57.1	61.4	50.5	57.2	53.4
Nation	50	50	50	50	50
# Students	88	88	88	88	88

Percent of Students in Each Quarter



Grade 4

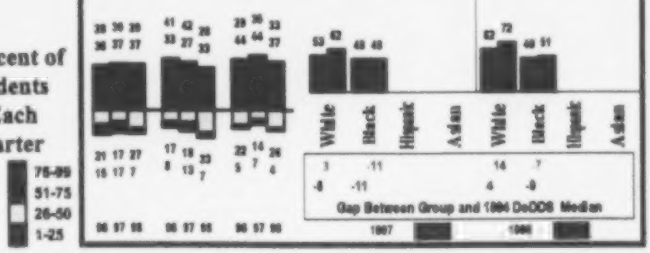
1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	80	67.8	71.3	56.7	67
District	61.6	60.0	60.8	56.4	57.1
DoDDS	65.1	62.8	63.6	61	61.2
Nation	50	50	50	50	50
# Students	74	74	74	74	74



Grade 5

1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	59.8	59	62.8	54.8	56.7
District	66.7	61.7	64.8	55.6	59.9
DoDDS	67.5	63.4	66.1	61	63.2
Nation	50	50	50	50	50
# Students	92	92	92	92	92

Percent of Students in Each Quarter



SAT Results					
		School	District	DoDDS	Nation
% Participating	97	NA	58%	63%	41%
	98	NA	57%	62%	43%
Math Avg Score	97	NA	514	505	511
	98	NA	511	505	512
Verbal Avg Score	97	NA	519	515	505
	98	NA	532	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

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Commercial Phone:
49-631-50611

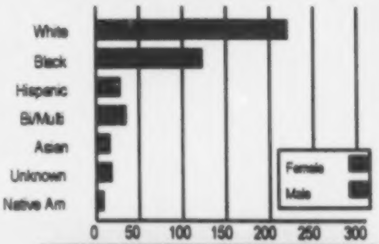
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	70	Met	31%	50%	16%	3%	0%
5	97	68	Met	26%	53%	15%	6%	0%
5	98	87	Met	34%	63%	2%	0%	0%

Kaiserslautern,
Germany

Department of Defense Education Activity
Kaiserslautern Middle School (6-8)
1997/98 School Profile
Dennis McGuane, Principal

School Characteristics

Student Enrollment - 442



Grade	
6	165
7	148
8	129
Total	442

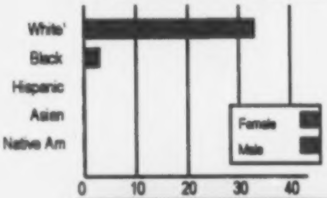
Sponsor Affiliation	
Marine	<.5%
Army	52%
Navy	<.5%
Air Force	34%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	14%
Non-US Civilians	<.5%

Special Programs			
Grade Offered	Program		
PK-12	Special Education	46	10%
K-8	TAG	N/A	N/A
K-12	ESL	5	1%
1	Reading Recovery	N/A	N/A
7-12	AVID	12	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Years	Teachers
New	0
1-3	0
4-6	0
7-10	3
> 10	30

Mobility Rate
33% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	27.5
Special Education	3
Other Professionals	2

Teacher Education	
Degree	Teacher
BA/BS	17 %
MA/MS	78 %
Doctorate	6 %

Principal's Highlights

Our school was fortunate this year to receive a visit from the North Central Association of Schools and Colleges (NCA). The NCA accreditation team members validated our school improvement efforts and made special mention of our technological resources.

Our state-of-the-art computer center became fully operational in January, allowing all 450 students access to the Internet for the first time in the history of the school. The number of parents who received school publications via e-mail jumped from approximately 20% last school year to nearly 80% this school year.

SY 1997-98 also saw the implementation of an eight period double-block schedule at the school. This new schedule was put in place without sacrificing the principles and best practices of mid-level education research. The new schedule was so successful, in fact, that the school was visited by teachers from Mannheim, Heidelberg and Wuerzburg Middle Schools to study our schedule in the hope of implementing it at their respective schools.

Kaiserslautern American Middle School (KAMS) took advantage of the seminar period, an integral part of the new double-block schedule, to expand its mentorship/ tutorial program which has been the focus of our school-home efforts.

DoDEA Strategic Plan School Improvement Implementation
School Year 97/98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Raising comprehension scores was the goal for SY 97-98. Pre and posttests were given to each child and activities planned to encourage increasing comprehension levels of all children. Activities include book talks, SSR, Media Center visits, monthly reading themes, Read-a-Thons. Posttest results in May 98 show an increase in comprehension in all 3-grade levels.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

The targeted goal this year was to increase the use of charts and graphs across the curriculum. Children learned to use a rubric to evaluate their charts/graphs in all of their classes. Pre and posttest data indicate an overall improvement in chart/graph usage and understanding. Activities included Math Trivia, Math Counts, study buddies, Math Student of the Month and school-wide displays.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Approximately 80% of our parents can be contacted via e-mail. CC: Mail is available to the entire staff. The KAMS web site is posted on the NET. It provides information about KAMS and our programs. The address is http://204.218.80.15/kaiserslauternms/kms.html. A monthly newsletter is also mailed. There is an active PTA, SAC, SILT.

Benchmark 10.8: Establish Technology for teachers and administrators

This has been the year to train KAMS staff in the new Pentium NT Computer Center. The center opened for full time student and staff use in January, 1998. All classrooms have been networked with access to Internet and e-mail. KAMS is one of 4 sites in Europe chosen to participate in the Presidential Technology Initiative (PTI).

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	4.0	3.9	3.9
Co-Supporters	3.7	3.6	3.5
Co-Learners	3.7	3.2	3.1
Co-Teachers	3.6	3.6	3.5
Co-Advisors	3.8	3.3	3.3

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

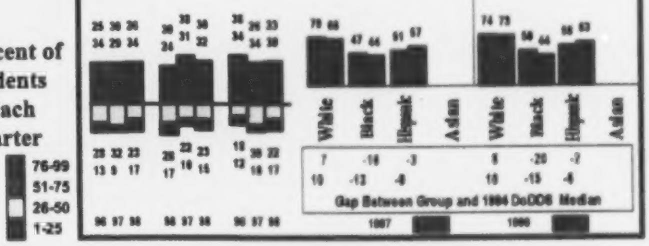
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Our greatest success SY 97-98 has been our continuing tutoring program during the Seminar period. Parents and community members are always encouraged and invited to participate in the classroom and/or at home as tutors and classroom helpers. Volunteers are always welcome!

Grade 6

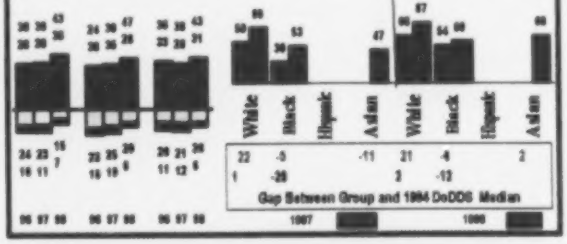
1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	55.5	62.4	57.6	60	61.2
District	63.0	67.6	64.6	62.3	65.6
DoDDS	62.7	65.2	64.7	62	64.9
Nation	50	50	50	50	50
# Students	137	137	137	138	137

Percent of Students in Each Quarter



Grade 7

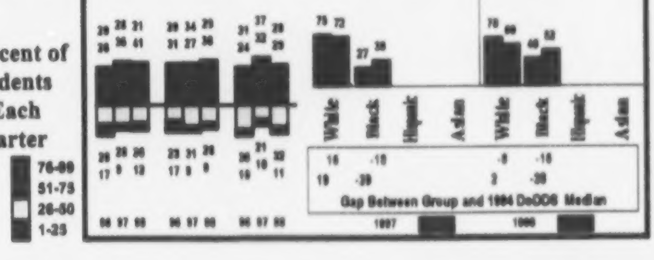
	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	71.5	73.5	68.4	58.8	66.3
District	70.4	69.3	70.8	64.5	67.8
DoDDS	68.6	64.6	65.9	59.9	64.9
Nation	50	50	50	50	50
# Students	129	129	131	133	132



Grade 8

1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	57.6	61	55.7	62	57.5
District	59.6	64.7	63.1	65.0	59.3
DoDDS	59.8	64.3	62.7	61.3	60.7
Nation	50	50	50	50	50
# Students	109	109	108	108	108

Percent of Students in Each Quarter



SAT Results		School	District	DoDDS	Nation
% Participating	97	NA	58%	63%	41%
	98	NA	57%	62%	43%
Math Avg Score	97	NA	514	505	511
	98	NA	511	505	512
Verbal Avg Score	97	NA	519	515	505
	98	NA	532	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

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Commercial Phone:
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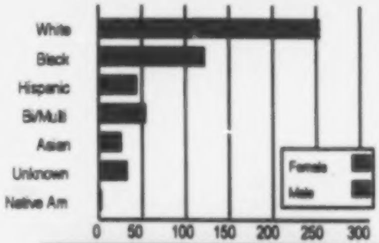
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	96	105	Not Met	20%	49%	26%	6%	0%
8	97	123	Not Met	25%	46%	18%	11%	1%
8	98	104	Not Met	27%	42%	26%	3%	2%

Kaiserslautern, Germany

Department of Defense Education Activity
Kaiserslautern High School (9-12)
1997/98 School Profile
Jerry Ashby, Principal

School Characteristics

Student Enrollment - 529



Grade	
9	162
10	158
11	116
12	93
Total	529

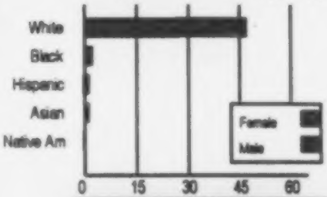
Sponsor Affiliation	
Marine	<.5%
Army	41%
Navy	<.5%
Air Force	38%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	21%
Non-US Civilians	<.5%

Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	63	12%
K-8	TAG	N/A	N/A
K-12	ESL	8	2%
1	Reading Recovery	N/A	N/A
7-12	AVID	26	▨
AP Courses Offered		9	▨
Students Taking AP Courses		85	41%

Teacher Experience	
Year	Teacher
New	0
1-3	1
4-6	3
7-10	3
> 10	35

Mobility Rate
24% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	38
Special Education	4
Other Professionals	4

Teacher Education	
Degree	Teachers
BA/BS	6 %
MA/MS	90 %
Doctorate	4 %

Principal's Highlights

This year's SIP efforts have centered around refinement of the writing and math goals and standardization in local assessment techniques to better measure progress toward achieving these goals. The development of a schoolwide writing rubric has given focus to both teachers and students and has led to the adoption of writing standards that can be applied in all curricular areas. Agreement upon specific math skills has encouraged teachers and students to realize that math is essential in all content areas.

Through the Learning for Life series of assemblies, guest speakers talked about their careers and how writing and math are integral parts of their work. The SIP process continues to incorporate activities such as the visiting authors program, student writing club, increased use of technology, a monthly math contest, and student tutorials.

Teachers' proficiency in using educational technology has been increased through participation in the President's Technology Initiative and local training sessions throughout the school year. Students continue to have increasing access to technology in the classroom. Parental involvement remains high with activities that directly support the goals of improving writing and math skills across the curriculum.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

The faculty has adopted a schoolwide writing rubric to use for teaching and evaluating student writing. An emphasis is placed on writing across the curriculum. Students are given a pre-assessment in the fall and post-assessment in the spring to measure progress. Interested students participate in Young Authors and the KAHS Writers' Club.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

Teachers have chosen two math skills to teach in all subject-related areas. Students are given a pre-assessment in the fall and a post-assessment in the spring to measure progress. Computer-based practice materials, as well as schoolwide tutoring efforts, supplement regular classroom instruction in the introductory-level courses. The PTO supports monthly Math Motivator contests.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

"Good News Notes" provide a vehicle for all teachers to share student sucesses on a regular and ad hoc basis. "Hot Tips for Writing" invite parents to participate in student learning and communicate specific information to enable their involvement. The parent newsletter is sent to parents electronically. A telephonic bulletin board keeps parents and students informed.

Benchmark 10.8: Establish Technology for teachers and administrators.

Teachers have completed a series of monthly training sessions designed to improve their use of informational technology in the classroom. All faculty members are connected to the total school LAN, which allows Internet access and provides them with connectivity to educators within the complex as well as with other DoDDS and non-DoDEA schools.

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Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	3.3	3.9	3.9
Co-Supporters	3.5	3.6	3.5
Co-Learners	2.3	3.2	3.1
Co-Teachers	3.3	3.6	3.5
Co-Advisors	3.0	3.3	3.3

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

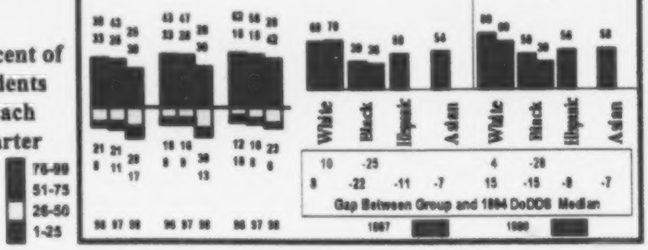
Parents have played an integral part in school improvement activities, from serving on benchmark committees to managing the Math Motivator contest. Volunteers work in the College/Career Center to help students research universities, scholarship availability, and career opportunities. Parents attend workshop and training sessions along with teachers whenever possible.

Grade 9

1998 Median Percentiles

	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for: **School**	54.3	58	65.5	56	55.8
District	70.3	67.1	68.7	65.4	63.0
DoDDS	70.8	68.4	68.8	64.9	62.9
Nation	50	50	50	50	50
# Students	128	128	128	126	126

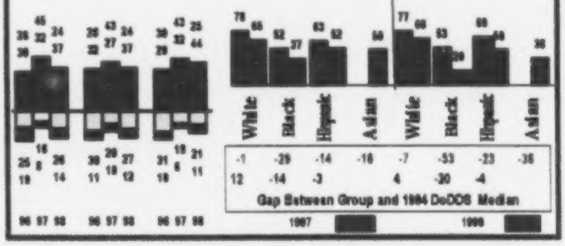
Percent of Students in Each Quarter



Grade 10

1998 Median Percentiles

	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for: **School**	59	57	63.3	52.4	44.8
District	69.1	66.0	69.3	64.0	65.3
DoDDS	70.1	70.5	70.7	68.7	67
Nation	50	50	50	50	50
# Students	125	125	126	127	127

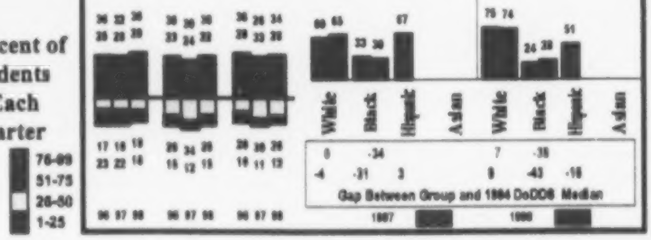


Grade 11

1998 Median Percentiles

	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for: **School**	65	60.3	62.3	54.3	58.7
District	69.4	70.4	69.4	66.4	64.5
DoDDS	69.9	69	69	65.4	66.5
Nation	50	50	50	50	50
# Students	93	92	95	95	92

Percent of Students in Each Quarter



SAT Results		School	District	DoDDS	Nation
% Participating	97	58%	58%	63%	41%
	98	45%	57%	62%	43%
Math Avg Score	97	496	514	505	511
	98	477	511	505	512
Verbal Avg Score	97	506	519	515	505
	98	500	532	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

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DoDEA Writing Assessment

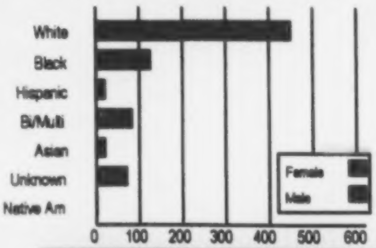
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
10	96	122	Not Met	13%	38%	42%	7%	0%
10	97	121	Met	38%	39%	20%	2%	1%
10	98	134	Not Met	26%	46%	19%	8%	1%

Landstuhl,
Germany

Department of Defense Education Activity
Landstuhl Elementary/Middle School (PK-8)
1997/98 School Profile
Jennifer L. Rowland, Principal

School Characteristics

Student Enrollment - 764



Grade	
PreK	22
K	84
1	109
2	77
3	99
4	79
5	79
6	73
7	73
8	69
Total	764

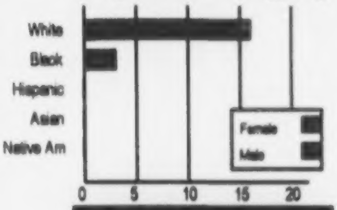
Sponsor Affiliation	
Marine	<.5%
Army	46%
Navy	<.5%
Air Force	44%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	10%
Non-US Civilians	<.5%

Special Programs			
Grade Offered			
PK-12	Special Education	111	15%
K-8	TAG	76	10%
K-12	ESL	18	2%
1	Reading Recovery	26	24%
7-12	AVID	19	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Years	Teachers
New	0
1-3	1
4-6	0
7-10	5
> 10	34

Mobility Rate
36% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	34
Special Education	6
Other Professionals	11

Teacher Education	
Degree	Teachers
BA/BS	25 %
MA/MS	73 %
Doctorate	2 %

Principal's Highlights

LEMS has had a productive and positive school year culminating with the Learning Fest in May. Over 500 students and parents participated in this showcase of music, art, academic displays, Starlab, Odyssey of the Mind presentations, Science projects and story theater.

Parent support continues to facilitate an after school tutoring program, Parent Center, Science Phun Day, Cultural Arts Fair, Round Robin Reading, and numerous other activities. The military supports the after school tutoring program by providing release time for the volunteers.

School-wide rubrics were developed and used by teachers in writing and math to provide local assessment data. The standardized and local assessment data showed an overall increase in both writing and mathematics.

The school has continued to show dramatic increases in the scores on the DoDEA Writing Assessment. Since 1994, the scores have increased from the Underdeveloped levels to Distinguished levels in both fifth and eight grades. The GOALS testing administered this year also indicated an improvement in writing.

We attribute our overall success to the dedication of our staff to implement the SIP benchmark goals and activities.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97/98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

The reading achievement as measured by the results of the 97 CTBS is higher than the national percentile. The local post-assessment data, which focused on writing, showed an increase in student proficiency in all grades K-8. Students participate in a variety of writing activities such as Young Authors, Computer Lab, and Journalism classes. Writing is also displayed throughout the school.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

The focus for math this year was in the area of mathematics as problem solving. Development of a school-wide math rubric was implemented as a teaching and assessment tool. Low performing students have been identified and the tutoring program has continued to serve these students. Overall, the post-assessment data showed an increase in problem solving strategies.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

The parents, military community, and faculty members, are active stakeholders in the SIP. The dedicated military liaison provides updated school information to the military community through electronic mail. The communication between the school, SILT, staff, community, and students flow respectfully and freely, vertically as well as horizontally.

Benchmark 10.8: Establish Technology for teachers and administrators

Teachers and students have taken the initiative to use the Pentium and Apple labs. The computers in the library are also used by staff and students on a regular basis. The school has a computer coordinator who oversees the computer labs and provides assistance to teachers and students. Participation in the after school computer clubs has increased. A LAN has been designed.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	4.4	3.9	3.9
Co-Supporters	4.0	3.6	3.5
Co-Learners	3.6	3.2	3.1
Co-Teachers	4.7	3.6	3.5
Co-Advisors	3.3	3.3	3.3

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

The military continues to support the SIP activities throughout the school. The tutoring program continues with the release time granted by the military leadership. The SHP committee has been very active in planning activities and supporting the benchmark goals. The PTSA continues to play an active role and is very involved in all aspects of the school's goals.

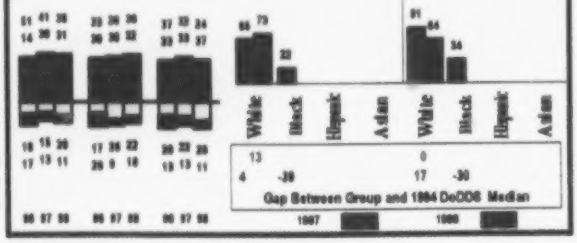
Grade 3

1998 Median Percentiles

	Benchmark 3.1			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
for: **School**	59.3	69.5	56.5	65	64.5
District	57.3	60.6	49.6	55.4	54.0
DoDDS	57.1	61.4	50.5	57.2	53.4
Nation	50	50	50	50	50
# Students	90	90	89	90	90

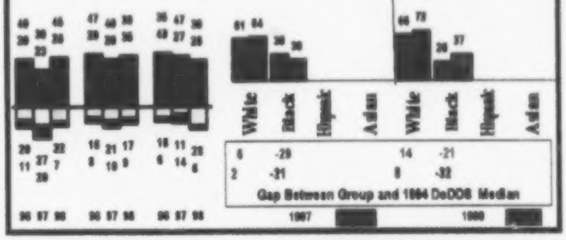
Percent of Students in Each Quarter

76-99
51-75
26-50
1-25



Grade 5

	Benchmark 3.1			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
School	70	62.6	63.8	55	59.7
District	66.7	61.7	64.8	55.6	59.9
DoDDS	67.5	63.4	66.1	61	63.2
Nation	50	50	50	50	50
# Students	69	69	69	69	69



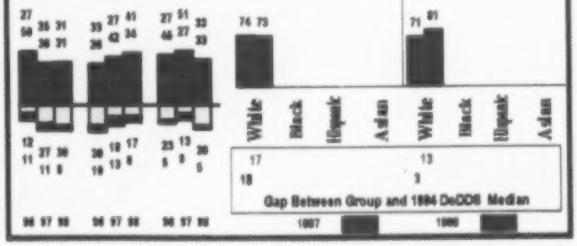
Grade 8

1998 Median Percentiles

	Benchmark 3.1			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
for: **School**	60.2	68.7	66.8	61.3	64.8
District	59.6	64.7	63.1	65.0	59.3
DoDDS	59.8	64.3	62.7	61.3	60.7
Nation	50	50	50	50	50
# Students	64	64	64	64	64

Percent of Students in Each Quarter

76-99
51-75
26-50
1-25



SAT Results					
		School	District	DoDDS	Nation
% Participating	97	NA	58%	63%	41%
	98	NA	57%	62%	43%
Math Avg Score	97	NA	514	505	511
	98	NA	511	505	512
Verbal Avg Score	97	NA	519	515	505
	98	NA	532	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

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Commercial Phone:
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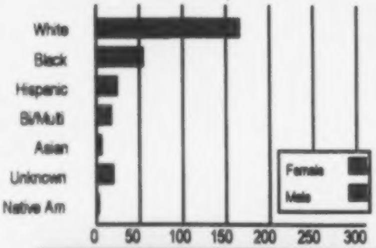
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	82	Met	40%	43%	12%	1%	1%
5	97	67	Met	22%	66%	6%	3%	3%
5	98	73	Met	25%	67%	6%	3%	0%
8	96	52	Met	27%	52%	17%	4%	0%
8	97	52	Met	40%	46%	10%	2%	2%
8	98	64	Not Met	28%	45%	22%	5%	0%

Neubruecke,
Germany

Department of Defense Education Activity
Neubruecke Elementary School (K-6)
1997/98 School Profile
Margaret Hoffman, Principal

School Characteristics

Student Enrollment - 286



Special Programs			
Grade Offered	Program		
PK-12	Special Education	40	14%
K-8	TAG	N/A	N/A
K-12	ESL	3	1%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

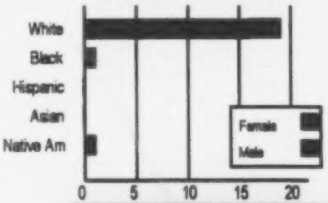
Grade	
K	58
1	42
2	48
3	38
4	35
5	31
6	31
Total	286

Sponsor Affiliation	
Marine	<.5%
Army	95%
Navy	<.5%
Air Force	1%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	3%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	1
1-3	3
4-6	5
7-10	2
> 10	5

Mobility Rate
31% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	1
Classroom Teachers	12
Special Education	1
Other Professionals	2.5

Teacher Education	
Degree	Teachers
BA/BS	57 %
MA/MS	38 %
Doctorate	5 %

Principal's Highlights

I believe that the School Improvement Process, having teachers involved in developing Action Plans, and having teachers involved in the analysis of data to measure student growth have provided a strong focus for our staff, community and students. We continue to enjoy seeing students grow in the attainment of skills and as a staff everyone is committed to the Action Plans which seem to be making a difference. More emphasis is needed on our students with the greatest needs.

I am pleased with the installation of our high tech computer lab and classroom computers that are connected to the LAN, the Internet, and email. The classrooms also have other stand-alone computers that provide computer time for students. Our television studio and video production adds another dimension to the technology available for students. Integrating goals from the subject areas makes the technology a useful tool in learning.
We will continue extending efforts to have parents involved in our school. We offered four Lunch and Learn sessions this year, but tried to recruit topics from parents to hold more. We need to extend additional and different efforts in order to have more parents involved on our school committees. We did have one parent as a club sponsor this year.

DoDEA Strategic Plan School Improvement Implementation
School Year 97/98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

88 % participated in the Accelerated Reader program. There was 100% teacher involvement in the new integrated Language Arts program (Literacy Place). The staff was inserviced on various Reading components. Literacy Place and Terra Nova testing were aligned for implementation next year. Grades 2-6 completed a pre and posttest. The average growth ranged from 14 -28%.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Grades 1-6 completed a pre/post test in computation. Results are a 38.4% school wide growth. There is a continued effort to decrease the number in the fourth quartile. Daily computation, monthly estimation jar, family math night, and shared family math activities have contributed to this growth. There appears to be little gap in lower grades, but increases in the upper grades.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

There were four Lunch and Learn sessions. Weekly Parent Bulletins were sent home. Teachers sent class newsletters to parents. Personal invitations were sent to parents to attend school inservices. Invitations were sent to parents to visit classrooms (60-70 parents attended). Early Literacy meetings for parents with children in K and 1st grade were conducted.

Benchmark 10.8: Establish Technology for teachers and administrators

Technology has been integrated into all facets of the curriculum. A school web site has been created showing information about our school. The school is LANed and classrooms now have access to cc:Mail, Internet, and OPAC. Classroom teachers co-instruct with the computer teacher to integrate technology. There has been staff training on cc:Mail and the Internet.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	4.3	3.9	3.9
Co-Supporters	4.3	3.6	3.5
Co-Learners	4.0	3.2	3.1
Co-Teachers	4.0	3.6	3.5
Co-Advisors	3.3	3.3	3.3

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

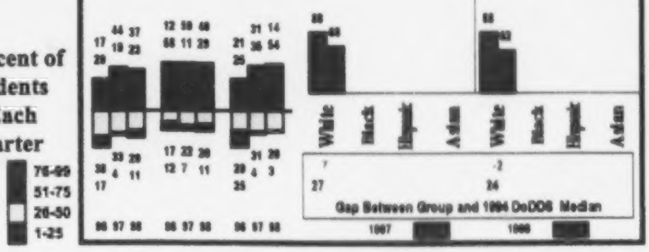
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Parent volunteer hours show a major increase. Parents were invited to be on school committees and attended a special SAC meeting to discuss concerns regarding MathLand. Science "Phun" Day was run by 25 parents. Family Math Night was attended by over 120 parents. Special activities were held at PTSO meetings (ie: line dancing, Evening of the Arts, Math Night).

Grade 3

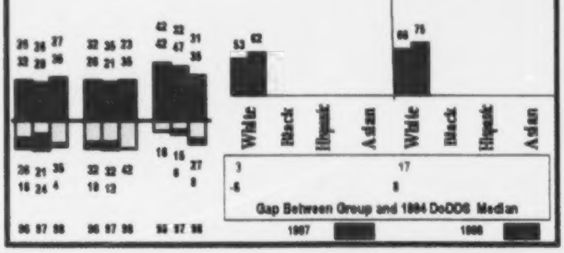
1998 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	65	70	56.8	67.4	62
District	57.3	60.6	49.6	55.4	54.0
DoDDS	57.1	61.4	50.5	57.2	53.4
Nation	50	50	50	50	50
# Students	35	35	35	35	35

Percent of Students in Each Quarter



Grade 5

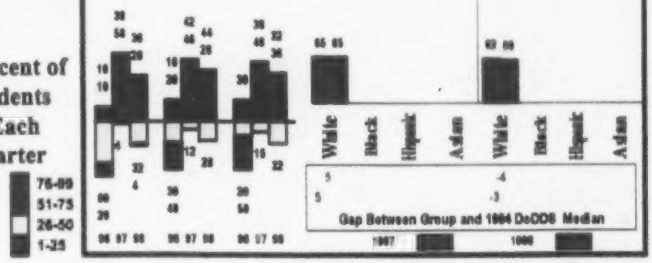
1998 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	66	53	63.8	46.3	54.6
District	66.7	61.7	64.8	55.6	59.9
DoDDS	67.5	63.4	66.1	61	63.2
Nation	50	50	50	50	50
# Students	26	26	26	26	26



Grade 6

1998 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	67	70	57.3	54	52
District	63.0	67.6	64.6	62.3	65.6
DoDDS	62.7	65.2	64.7	62	64.9
Nation	50	50	50	50	50
# Students	25	25	25	25	25

Percent of Students in Each Quarter



SAT Results		School	District	DoDDS	Nation
% Participating	97	NA	58%	63%	41%
	98	NA	57%	62%	43%
Math Avg Score	97	NA	514	505	511
	98	NA	511	505	512
Verbal Avg Score	97	NA	519	515	505
	98	NA	532	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Neubruecke ES
UNIT 23825
APO AE 09034-0005

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Commercial Phone:
49-6782-5484

DoDEA Writing Assessment

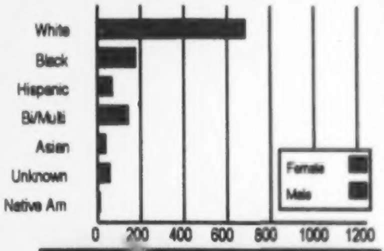
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Percent at Each Performance Level: Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	18	Met	28%	61%	11%	0%	0%
5	97	28	Met	43%	54%	4%	0%	0%
5	98	24	Met	21%	75%	4%	0%	0%

Ramstein,
Germany

Department of Defense Education Activity
Ramstein Elementary School (PK-3)
1997/98 School Profile
Lee Hunt, Principal

School Characteristics

Student Enrollment - 1,151



Grade	
PreK	32
K	249
1	281
2	299
3	290
Total	1151

Sponsor Affiliation	
Marine	<.5%
Army	13%
Navy	<.5%
Air Force	82%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	5%
Non-US Civilians	<.5%

Special Programs

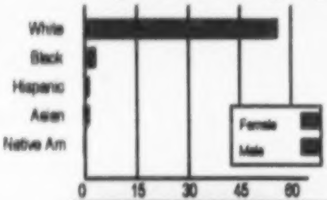
Grade Offered	Program		
PK-12	Special Education	161	14%
K-8	TAG	244	21%
K-12	ESL	23	2%
1	Reading Recovery	40	14%
7-12	AVID	N/A	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	6
1-3	2
4-6	10
7-10	11
> 10	45

Mobility Rate
36% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	3
Classroom Teachers	42
Special Education	7
Other Professionals	19

Teacher Education

Degree	Teachers
BA/BS	27 %
MA/MS	72 %
Doctorate	1 %

Principal's Highlights

The school improvement process at Ramstein Elementary School was the center of attention for this school year. Standing committees were aligned appropriately with the DoDEA Community Strategic Plan and the school improvement plan. These benchmark committees helped focus everyone on specific areas in the school's action plan for improvement. High emphasis was placed on target goals in reading and mathematics, the use of written strategies and interventions, and an on-going assessment process. The key point communicated throughout the year is that the Strategic Plan functions to improve student achievement. School events and special projects pertaining to the school home partnership, such as the use of technology, multicultural activities, early childhood education, enhanced the effectiveness of the school's total effort to support school improvement. Assessment results from fall and spring testing revealed positive gains in student achievement in both reading and math. Significant gains have also been noted in disaggregated standardized test results. Locally constructed performance based assessments gave staff additional information on student achievement.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

A sustained effort on a school-wide basis to increase reading proficiency produced favorable results in grades K-3. Pre and post testing took place in October and April. Early test data identified areas of need and allowed for instructional interventions and school-wide activities to be used to increase student achievement. Local assessment results showed positive gains.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

The achievement gap in test results between racial groups has been narrowed significantly. Posttest results indicate that RES has achieved its goal of increasing high scores more than 10% in all grade levels and decreasing the low scores by at least 10%. Next school year, K-2 classes will continue to use a local assessment, while grade 3 students will rely on GOALS and Terra Nova tests.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

The RES SILT had several new members this year who benefited greatly from the experienced members still on the team. Benchmark teams where compressed into four major teams, and each RES staff member served on at least one of these teams. The SILT team met on a regular basis and effectively communicated the school action plan within the school and community.

Benchmark 10.8: Establish Technology for teachers and administrators

We have an active Pentium computer lab staffed by a qualified specialist, serving students on a daily schedule. The lab has Internet and cc:Mail capabilities. Inservices were provided during the school day to further computer knowledge. Computers were added to the media center, admin. office, teachers' lounge, and classrooms. RES has established a home page.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	4.1	3.9	3.9
Co-Supporters	3.5	3.6	3.5
Co-Learners	3.7	3.2	3.1
Co-Teachers	3.7	3.6	3.5
Co-Advisors	3.0	3.3	3.3

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

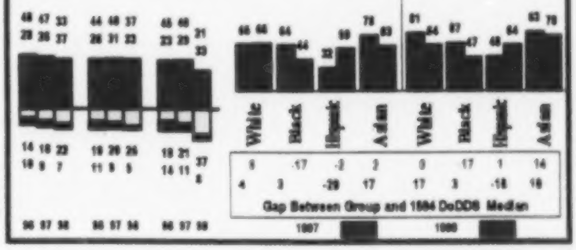
Community and parental volunteer involvement continued to grow and expand at RES. Parents were consistently involved in a variety of avenues leading to full SHP as co-communicators, co-supporters, co-learners, co-teachers, co-advocates, advisors, and decision-makers. Parents did this by working as integral members of school and community organizations.

Grade 3

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	64.2	66.5	54.8	60.6	59.9
District	57.3	60.6	49.6	55.4	54.0
DoDDS	57.1	61.4	50.5	57.2	53.4
Nation	50	50	50	50	50
# Students	286	286	285	286	286

Percent of Students in Each Quarter

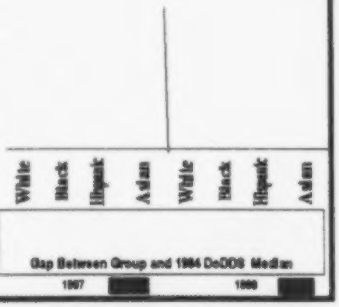
- ▮ 76-99
- ▮ 51-75
- ☐ 26-50
- ▮ 1-25



Benchmark 3.1 **Benchmark 4.2**

Read Lang Soc Stdy Math Science

NOT APPLICABLE



1998 Median Percentiles for: **School** **District** **DoDDS** **Nation**

# Students

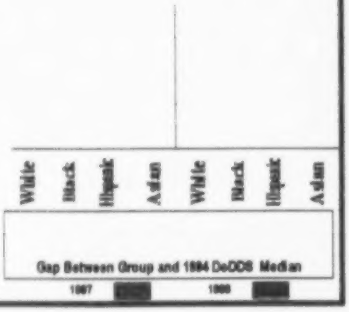
Benchmark 3.1 **Benchmark 4.2**

Read Lang Soc Stdy Math Science

Percent of Students in Each Quarter

- ▮ 76-99
- ▮ 51-75
- ☐ 26-50
- ▮ 1-25

NOT APPLICABLE



SAT Results		School	District	DoDDS	Nation
% Participating	97	NA	58%	63%	41%
	98	NA	57%	62%	43%
Math Avg Score	97	NA	514	505	511
	98	NA	511	505	512
Verbal Avg Score	97	NA	519	515	505
	98	NA	532	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Ramstein ES
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DSN Phone: 480-6021/7122
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Commercial Phone:
49-6371-42530/43783

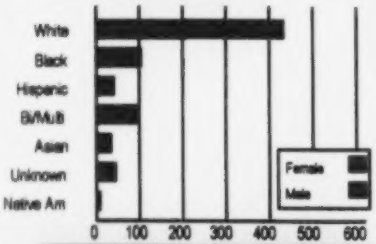
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scorable

Ramstein, Germany

Department of Defense Education Activity
Ramstein Intermediate School (4-6)
1997/98 School Profile
Judith A. Mayo, Principal

School Characteristics

Student Enrollment - 756



Grade	
4	269
5	247
6	240
Total	756

Sponsor Affiliation	
Marine	<.5%
Army	13%
Navy	<.5%
Air Force	79%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	7%
Non-US Civilians	<.5%

Special Programs

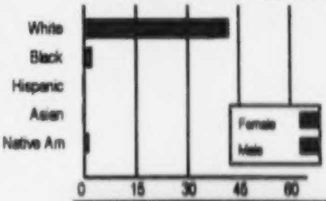
Grade			
PK-12	Special Education	83	11%
K-8	TAG	93	12%
K-12	ESL	8	1%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	0
4-6	2
7-10	6
> 10	43

Mobility Rate
28% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	2
Classroom Teachers	31
Special Education	5
Other Professionals	13

Teacher Education

Degree	Teachers
BA/BS	22 %
MA/MS	77 %
Doctorate	1 %

Principal's Highlights

For the past three years the R.I.S. staff, SAC and PTO, have made a concerted effort to involve more parents, volunteers and MILCOM members in the school program. We are extremely proud of our positive working relationship with the members of our military support units who are in the school on a daily basis, assisting students with reading and math, and who provide a weekly after-school homework forum for students.

These stakeholders have been instrumental in organizing special activities for students. Our Science Fun Day, Literacy Day, Field Days and student Awards programs have all become realities thanks to the close cooperation between the staff and community members involved. We are proud of our first school Yearbook provided to students thanks to the support of the Ramstein community. This year's RIS Math Olympiads Team received the only "High Team Achievement Award" for all DoDDS schools.

We are pleased to note a 17% increase in those students rated as "Distinguished" writers since 1995. RIS students continue to score well above the national, DoDDS and K-DSO averages as reported on system-wide tests. Based on local assessment of student writing and science RIS students improved in fluency and scientific observation skills and raised their scores significantly during this SY.

DoDEA Strategic Plan: School Improvement Implementation School Year 97/98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Staff, students, and parents have been aggressively working to improve student writing through the use of strategies which involve daily writing, editing, and the use of prompts and rubrics. Pre- and post-assessments have been given and tabulated indicating growth in this area. Fifth grade writing scores have increased so that 90% of the students are 'distinguished' or 'proficient' writers.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Delivery of instruction to all students is focused upon strategies which address the standards in both math and science. In-house pre- and post-testing using GOALS and rubrics indicate that students are increasing their understanding of scientific principles and math computation skills. Emphasizing science as an enjoyable activity involved parents and community members in support of SHP.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

By re-designing the school's Parent Newsletter and sending it out twice a month we are able to inform parents in a more timely manner about school activities and celebrations. A special section recognizing students, staff, and community helpers has increased readership. Coverage by local military television, newspaper, and radio is used to communicate awareness of special RIS activities.

Benchmark 10.8: Establish Technology for teachers and administrators

A focus on integrating technology into the Language Arts, Science, Social Studies and Math curricula has allowed students to experience different types of computer programs. Students have designed PowerPoint and other types of presentations, which showcase their technological expertise. The RIS web page is a frequent source of parent communication and displays student work.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	4.4	3.9	3.9
Co-Supporters	4.1	3.6	3.5
Co-Learners	3.8	3.2	3.1
Co-Teachers	3.9	3.6	3.5
Co-Advisors	3.6	3.3	3.3

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

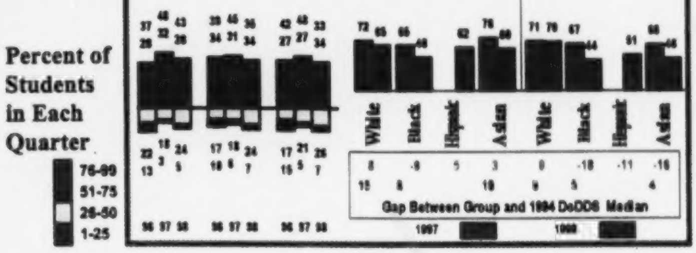
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

An additional military support unit positively impacted the SHARE (School and Home are Responsible for Education) program at RIS. An after school homework club staffed by parents and military members has been effective. Military tutors/mentors work with students on a daily basis. Both the SAC and PTO support and encourage the on-going program to involve parents.

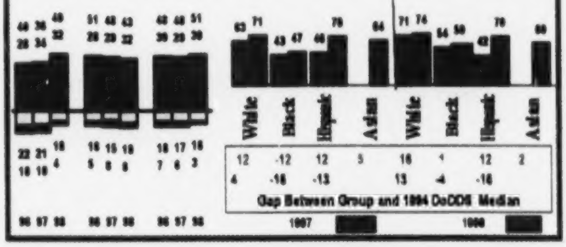
Grade 4

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	70.3	64.8	66.1	62.4	64.8
District	61.6	60.0	60.8	56.4	57.1
DoDDS	65.1	62.8	63.6	61	61.2
Nation	50	50	50	50	50
# Students	251	251	253	254	253



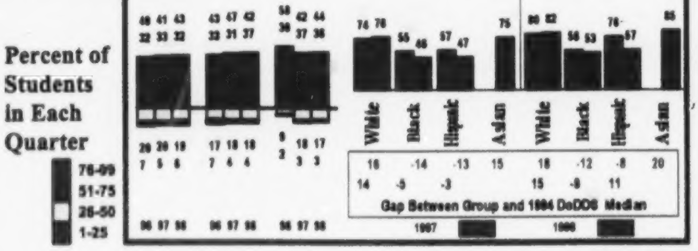
Grade 5

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	74.7	71.6	75.7	67.3	71.3
District	66.7	61.7	64.8	55.6	59.9
DoDDS	67.5	63.4	66.1	61	63.2
Nation	50	50	50	50	50
# Students	231	231	231	231	231



Grade 6

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	68.9	71	73.1	69.6	75.9
District	63.0	67.6	64.6	62.3	65.6
DoDDS	62.7	65.2	64.7	62	64.9
Nation	50	50	50	50	50
# Students	230	230	232	232	230



SAT Results		School	District	DoDDS	Nation
% Participating	97	NA	58%	63%	41%
	98	NA	57%	62%	43%
Math Avg Score	97	NA	514	505	511
	98	NA	511	505	512
Verbal Avg Score	97	NA	519	515	505
	98	NA	532	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Ramstein Intermediate School
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APO AE 09094-0005

DSN Phone: 480-6023/6339
Fax Number: 49-6371-51238
Commercial Phone:
49-6371-42606

DoDEA Writing Assessment

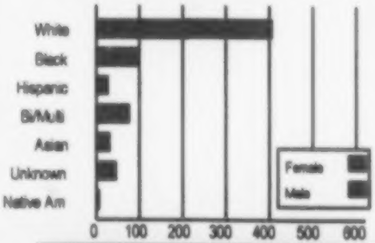
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scorable
5	96	254	Met	33%	54%	11%	2%	0%
5	97	230	Met	38%	52%	5%	3%	2%
5	98	236	Met	24%	71%	5%	0%	0%

Ramstein, Germany

Department of Defense Education Activity
Ramstein Junior High School (7-9)
1997/98 School Profile
Jacqueline Yardley, Principal

School Characteristics

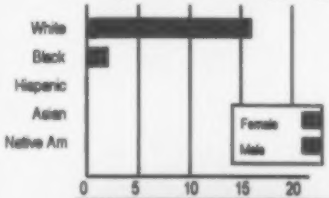
Student Enrollment - 678



Grade	
7	212
8	203
9	263
Total	678

Sponsor Affiliation	
Marine	<.5%
Army	14%
Navy	<.5%
Air Force	72%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	13%
Non-US Civilians	<.5%

Professional Staffing



Special Programs			
Grade Offered	Program		
PK-12	Special Education	70	10%
K-8	TAG	N/A	N/A
K-12	ESL	N/A	N/A
1	Reading Recovery	N/A	N/A
7-12	AVID	55	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Year	Teachers
New	0
1-3	0
4-6	1
7-10	1
> 10	51

Mobility Rate
20% Per Year

School Staff	
Category	FTE
Administrators	3
Classroom Teachers	39.5
Special Education	4
Other Professionals	4

Teacher Education	
Degree	Teachers
BA/BS	17 %
MA/MS	77 %
Doctorate	6 %

Principal's Highlights

All students at RJHS, a unique 7-9th grade school, have been offered a foundation in the four core curricular areas. They could also select from among a wide variety of elective courses including humanities, three foreign languages, computer science, art, home economics, instrumental and vocal music, and PE. Extra curricular activities included MathCounts, Russian Club, Young Authors, Young Astronauts, Drama, Outdoor Club, NJHS, and Hinterbrand Lodge, DoDDS' outdoor education facility. We continue to implement the block schedule with overwhelming support from all constituencies and the inclusion model continues for Special Education.

A Thursday afternoon tutoring program was established utilizing our military support group volunteers. Students were invited to attend and receive assistance with their schoolwork. A mentoring program is being developed. Community members shared time, expertise and encouragement with some of our minority students who are academically and/or personally at-risk.

We have three "state of the art" Pentium labs ready for our students to begin the new technology implementation next year. Students regularly access the Internet and in the near future all classrooms will have Internet accessibility.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

RJHS continued to work on vocabulary development within departments and summarization skills across the curriculum. Students took pretests in both categories in October. The post-tests in April revealed significant improvement at all grade levels and progressive improvement among the grades in both vocabulary and summarization. Emphasis in these areas will continue.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

The school-wide emphasis in math has been on graphing skills. All students were included in the instruction and assessment of these skills. The results of the Pre-post-tests clearly indicated that we did not have a significant increase in this skill across the entire population. There was a slight performance decrease among black students. Action planning will address this recognition next year.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

A monthly newsletter was published and distributed to parents through the military mail system. All school activities were announced in the newsletter, as well as pertinent information from specialists including the nurse and counselors. The informational network within the school has been expanded for students by students, who now deliver the daily bulletin over the intercom.

Benchmark 10.8: Establish Technology for teachers and administrators

Microsoft NT has been incorporated into the administrative offices and instructional computer laboratories. The 86th Com Group has been helped in establishing LAN connections the school. The Media Center has become a hub of electronic research with the installation of the INTERNET and OPAC. Teachers have cc:Mail access in one lab, and anticipate classroom access. classrooms.

Average Ratings of SHIP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	3.6	3.9	3.9
Co-Supporters	3.9	3.6	3.5
Co-Learners	3.0	3.2	3.1
Co-Teachers	3.3	3.6	3.5
Co-Advisors	3.1	3.3	3.3
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

Goal 8: Parental Participation

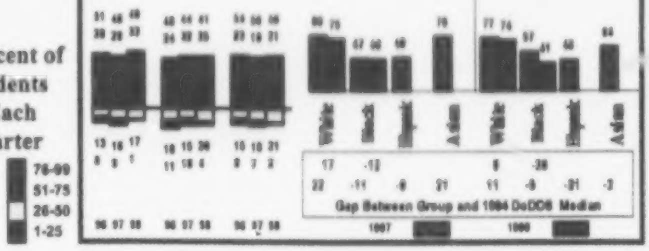
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Approximately 150 parents have volunteered for a variety of activities within the school throughout the school year. An after school tutorial program utilized parental skills once a week during the second semester. Communication with parents through e-mail at their work site was inaugurated on a limited scale this year. We plan to expand this avenue when all classrooms are on the LAN.

Grade 7

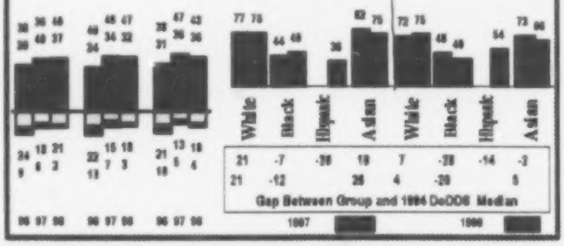
1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	74.9	71.8	72.2	69.4	69.2
District	70.4	69.3	70.8	64.5	67.8
DoDDS	68.6	64.6	65.9	59.9	64.9
Nation	50	50	50	50	50
# Students	208	208	203	208	204

Percent of Students in Each Quarter



Grade 8

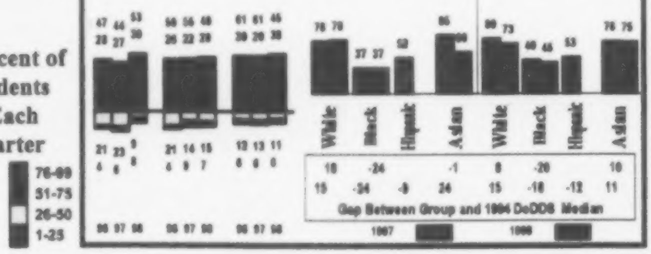
1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	70.9	74	69	72	66.1
District	59.6	64.7	63.1	65.0	59.3
DoDDS	59.8	64.3	62.7	61.3	60.7
Nation	50	50	50	50	50
# Students	201	201	201	201	201



Grade 9

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	77.6	74.3	72.9	71.6	68.9
District	70.3	67.1	68.7	65.4	63.0
DoDDS	70.8	68.4	68.8	64.9	62.9
Nation	50	50	50	50	50
# Students	258	258	254	258	257

Percent of Students in Each Quarter



SAT Results		School	District	DoDDS	Nation
% Participating	97	NA	58%	63%	41%
	98	NA	57%	62%	43%
Math Avg Score	97	NA	514	505	511
	98	NA	511	505	512
Verbal Avg Score	97	NA	519	515	505
	98	NA	532	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

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Fax Number: 49-6371-44164
Commercial Phone:
49-6371-47-7104

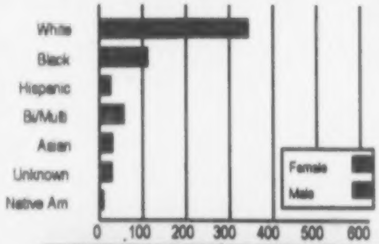
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	96	201	Not Met	25%	37%	32%	5%	1%
8	98	192	Met	31%	47%	17%	3%	3%

Ramstein, Germany

Department of Defense Education Activity
Ramstein High School (10-12)
1997/98 School Profile
William Diesselhorst, Principal

School Characteristics

Student Enrollment - 595



Grade	
10	232
11	194
12	160
Total	595

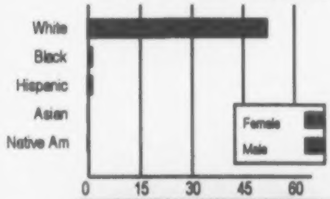
Sponsor Affiliation	
Marine	<.5%
Army	16%
Navy	<.5%
Air Force	63%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	20%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	0
1-3	3
4-6	3
7-10	3
> 10	42

Mobility Rate
18% Per Year

Special Programs			
Grade Offered	Program		
PK-12	Special Education	41	7%
K-8	TAG	N/A	N/A
K-12	ESL	5	1%
1	Reading Recovery	N/A	N/A
7-12	AVID	39	▨
AP Courses Offered		14	▨
Students Taking AP Courses		167	47%

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	44
Special Education	2.5
Other Professionals	4.5

Teacher Education	
Degree	Teachers
BA/BS	23 %
MA/MS	77 %
Doctorate	0 %

Principal's Highlights

The SILT committees at RHS continue to implement and assess SIP activities throughout the year. A noticeable increase in parent involvement has come through the school-home partnership efforts. With the help of the community in building a more formal structure, our volunteer program blossomed throughout the entire school. Parents and community members responded to the requests for assistance and the increased opportunities. Student recognition has extended into the community.

More than 196 AP exams were taken in May and over 70% of our graduates continue on to college. The AVID program of 36 students supports the belief at RHS that all students can achieve academic excellence and that all students have equal access to courses offered. All special education students are enrolled in the inclusion model and a full counseling support system is available to students, parents and staff.

Consistent growth is acknowledged in the results of the DoDEA Writing Assessment as our students continue to improve their writing skills. Schoolwide efforts (in writing and using rubrics) have encouraged all classroom teachers to include more opportunities for writing beyond the English classroom. Students report an increase in writing across the curriculum.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Oral/written communications focus resulted in increased performance levels of students across the curriculum. Inservices promoted effective use of rubrics and writing across the curriculum. Additional classroom instruction and oral activities have resulted in improved skills in curricular and extra-curricular areas.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

CTBS/TerraNova results were used to help identify students not experiencing success in certain math skills. Classroom instruction included focused skill practice all year. The use of CBL technology in biology classes was a motivational factor providing students with shared use of technology by chemistry and physics students.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Prior to the April course selection for SY 98-99, an orientation for incoming sophomores and parents was conducted. Academic programs were presented and parents had time to ask questions and visit teachers and classrooms. This opportunity served to support students and parents in making the best educational course selections throughout high school.

Benchmark 10.8: Establish Technology for teachers and administrators

Technology support has resulted in the addition of 75 computers to Business/Computer Science/Technology classes this year. Displaced computers were distributed to classrooms. The school home page is under constant review and revision.

Average Ratings of SHIP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	4.0	3.9	3.9
Co-Supporters	3.3	3.6	3.5
Co-Learners	2.8	3.2	3.1
Co-Teachers	3.8	3.6	3.5
Co-Advisors	3.1	3.3	3.3

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

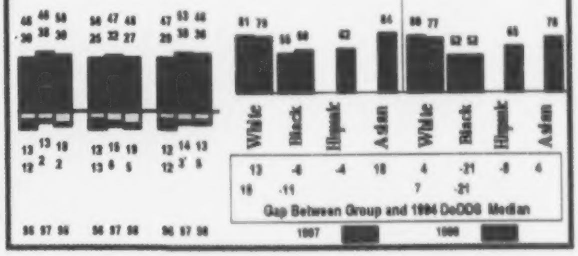
The student council participated in review/revision of the mission statement as well as in other SIP activities throughout the year. Community support continues to grow and is reflected in the number and variety of activities in which volunteers are involved. A reception was held to recognize more than fifty volunteers who served our school this year.

Grade 10

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	75.7	74.8	72.5	73.3	71.4
District	69.1	66.0	69.3	64.0	65.3
DoDDS	70.1	70.5	70.7	68.7	67
Nation	50	50	50	50	50
# Students	225	225	220	227	225

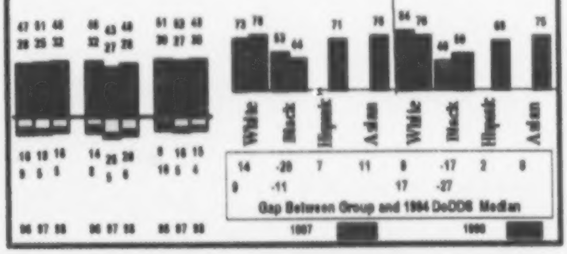
Percent of Students in Each Quarter

76-99
51-75
26-50
1-25



Grade 11

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	71.9	74.8	73	70.8	69.5
District	69.4	70.4	69.4	66.4	64.5
DoDDS	69.9	69	69	65.4	66.5
Nation	50	50	50	50	50
# Students	188	188	185	190	190

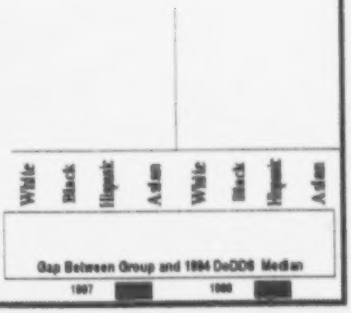


1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School					
District					
DoDDS					
Nation					
# Students					

Percent of Students in Each Quarter

76-99
51-75
26-50
1-25

NOT APPLICABLE



SAT Results		School	District	DoDDS	Nation
% Participating	97	62%	58%	63%	41%
	98	61%	57%	62%	43%
Math Avg Score	97	536	514	505	511
	98	542	511	505	512
Verbal Avg Score	97	540	519	515	505
	98	560	532	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

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49-6371-42955

DoDEA Writing Assessment

				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
10	96	223	Met	39%	45%	13%	3%	0%
10	97	209	Met	54%	32%	12%	1%	2%
10	98	221	Met	63%	33%	3%	1%	0%

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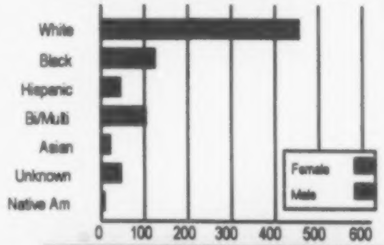
Sembach, Germany

Department of Defense Education Activity
Sembach Elementary/Middle School (K-8)
1997/98 School Profile
Georgia Williams-Fitzpatrick, Principal

School Characteristics

Student Enrollment - 787



Grade	
K	79
1	88
2	103
3	96
4	109
5	86
6	80
7	67
8	79
Total	787

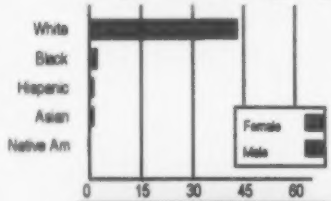
Sponsor Affiliation	
Marine	<.5%
Army	25%
Navy	<.5%
Air Force	71%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	4%
Non-US Civilians	<.5%

Special Programs			
Grade Offered	Program		
PK-12	Special Education	100	13%
K-8	TAG	152	19%
K-12	ESL	28	4%
1	Reading Recovery	14	16%
7-12	AVID	N/A	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Years	[illegible]
New	1
1-3	8
4-6	1
7-10	6
> 10	29

Mobility Rate
32% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	3
Classroom Teachers	31.5
Special Education	4.5
Other Professionals	10

Teacher Education	
Degree	Teacher
BA/BS	35 %
MA/MS	65 %
Doctorate	0 %

Principal's Highlights

Sembach Elementary/Middle School is located approximately 20 kilometers north of Kaiserslautern in Rheinland Pfalz, Germany. The school has completed its third year as a K-8 school. In August 1998 the school will be reconfigured as two separate schools, an elementary and middle school.

The highlights of our School Improvement Plan follow:

- NCA visit-SEMS received a positive outbrief from their visit this school year.
- Pre-implementation of Language Arts/Reading program-SEMS teachers have worked copious hours to be ready to fully implement this program.
- A major focus on middle school philosophy-When the school became a K-8 unit school, the true middle school concept was abandoned. With the support of the District, a true middle school program has been developed for School year 1998-99.
- The SIP benchmarks/goals are included in lesson plans of all teachers.
- SEMS especially looks forward to embedding the SIP process into our curriculum during school year 1998-99.

DoDEA Strategic Plan: School Improvement Implementation School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Extensive staff development grades K-6 for LARS was conducted this year. Pre-test prompts were developed and administered by each grade level. DoDDS Writing Assessment data shows 94% of 5th grade and 83% of 8th grade meeting or exceeding expectations. Evidence suggests writing interventions are embedded in all curricular areas.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

Professional development was provided in rubric development and GOALS testing and scoring was conducted with teachers from grades 3-8. The indicator of success was modified to focus on communicating mathematical understanding. Gap scores still exist, although CTBS and local data show they continue to narrow.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

All staff members have access to cc:mail accounts and inservice has been competed on the use of LAN electronic mail programs. Communication with the community through school monthly newsletters, classroom newsletters, SAC and PTO meetings has become routine. Scheduling modifications are being made to enable more team level communications.

Benchmark 10.8: Establish Technology for teachers and administrators

A Pentium computer lab has been installed at the Middle School, as well as a 486 lab at the Primary building. A plan to install LAN wiring is under development for connection of all classrooms. Installation funding is still pending. Additional IIGS computers have been placed in primary classrooms.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	4.2	3.9	3.9
Co-Supporters	3.7	3.6	3.5
Co-Learners	3.7	3.2	3.1
Co-Teachers	4.0	3.6	3.5
Co-Advisors	3.7	3.3	3.3

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

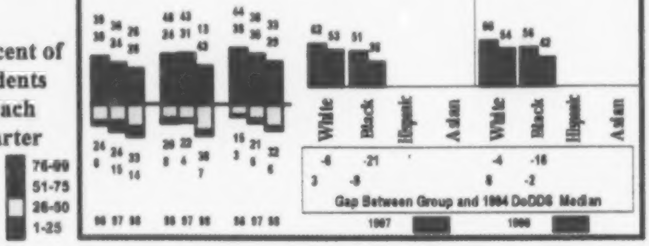
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Tiers of participation were shared with the faculty. The School Home Partnership Committee was initiated and teachers worked at identifying levels of participation. School survey results indicate that teachers are creating more opportunities for participation in school life at all levels.

Grade 5

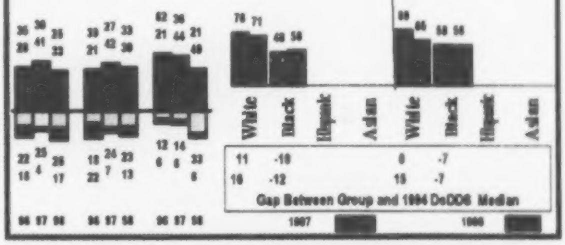
1998 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for: School	52	52.7	61	46.8	48.5
District	66.7	61.7	64.8	55.6	59.9
DoDDS	67.5	63.4	66.1	61	63.2
Nation	50	50	50	50	50
# Students	72	72	72	72	72

Percent of Students in Each Quarter



Grade 6

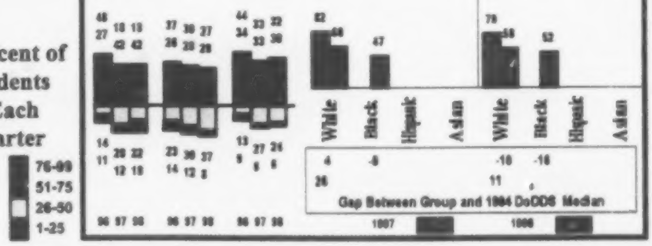
1998 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for: School	54.7	60	58	62	57.5
District	63.0	67.6	64.6	62.3	65.6
DoDDS	62.7	65.2	64.7	62	64.9
Nation	50	50	50	50	50
# Students	69	69	67	69	66



Grade 8

1998 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for: School	56.6	55.5	61	57.8	55
District	59.6	64.7	63.1	65.0	59.3
DoDDS	59.8	64.3	62.7	61.3	60.7
Nation	50	50	50	50	50
# Students	60	60	63	62	63

Percent of Students in Each Quarter



SAT Results		School	District	DoDDS	Nation
% Participating	97	NA	58%	63%	41%
	98	NA	57%	62%	43%
Math Avg Score	97	NA	514	505	511
	98	NA	511	505	512
Verbal Avg Score	97	NA	519	515	505
	98	NA	532	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

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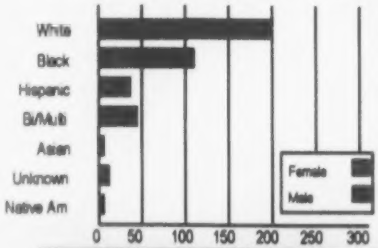
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	69	Met	35%	48%	16%	1%	0%
5	97	66	Met	36%	58%	2%	4%	0%
5	98	70	Met	13%	73%	13%	1%	0%
8	96	57	Not Met	39%	33%	21%	5%	0%
8	97	50	Met	36%	46%	16%	2%	0%
8	98	61	Met	44%	38%	13%	5%	0%

Baumholder, Germany

Department of Defense Education Activity
Smith Elementary School (PK-6)
1997/98 School Profile
Richard Nielsen, Principal

School Characteristics

Student Enrollment - 390



Special Programs Grade Offered	Program		
PK-12	Special Education	84	22%
K-8	TAG	N/A	N/A
K-12	ESL	9	2%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

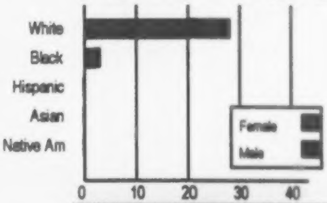
Grade	
PreK	16
K	80
1	54
2	67
3	63
4	43
5	39
6	28
Total	390

Sponsor Affiliation	
Marine	<.5%
Army	93%
Navy	<.5%
Air Force	3%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	4%
Non-US Civilians	<.5%

Teacher Experience Years	Teacher
New	2
1-3	2
4-6	5
7-10	3
> 10	15

Mobility Rate
51% Per Year

Professional Staffing



School Staff Category	FTE
Administrators	1
Classroom Teachers	18
Special Education	6
Other Professionals	7

Teacher Education Degree	Teacher
BA/BS	32 %
MA/MS	65 %
Doctorate	3 %

Principal's Highlights

Smith Elementary School, of Baumholder Germany, is a modern recently renovated 3-story, 30 classroom building with a separate pre-school building presently housing one sure-start classroom, 1 pre-school developmental program and 2 kindergarten classrooms. The majority of the 405 students are dependents of US Army service members. This school year has been marked by the enthusiastic efforts by our School Home Partnership Committee to reach into the school community with programs and activities to involve all segments of the community. Our Parents and Teachers Together workshop brought in about 100 community and school members. Our emphasis on technology, provided to all children on a regular basis with instruction on keyboarding and the Internet, has assisted with the development of all academic areas.

This school year marked our advancement into the review and assessment phase of our school action plan. We are developing strategies to further assess our strengths and gain and provide the means to review and strengthen our benchmark target areas. Our advancements in Writing and Math have provided us with the opportunity to look further at other areas and benchmarks for the coming year.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97/98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

To improve the overall writing skills of students in grades 1 - 6, we implemented a quarterly writing prompt scored on a 1 - 5 common rubric. Our data shows significant improvement at every grade. The plan for 1998 - 1999 is to move writing to a maintenance mode. We will continue to use a common rubric to score writing samples. These samples will be collected twice per year.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

The MathLand program continues to be an integral part of our math instruction. Pre- and post-testing in each classroom addressed two of DoDDS' math standards, Problem Solving and Communication. This data, combined with district-wide GOALS testing at grades three through six, although showing significant growth, indicates a need to continue our focus on math.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Smith maintains a monthly newsletter to inform parents and the community about important school activities. All faculty members serve on individual SIP committees or SILT teams focusing on the respective Benchmarks of the SIP Action Plan. Teachers and parents participate in regular in-service training focusing on the SIP Benchmarks.

Benchmark 10.8: Establish Technology for teachers and administrators

Smith's networked Pentium Computer Lab has a full time instructor, providing students with weekly curriculum-integrated instruction, bi-weekly team teaching, & open lab time. An Apple II Lab is also available for use. Computers are in all classrooms, and approximately 25% with IBM. Plans include instruction for students and staff, and additional computers.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	4.0	3.9	3.9
Co-Supporters	3.4	3.6	3.5
Co-Learners	2.8	3.2	3.1
Co-Teachers	2.8	3.6	3.5
Co-Advisors	2.9	3.3	3.3
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

Goal 8: Parental Participation

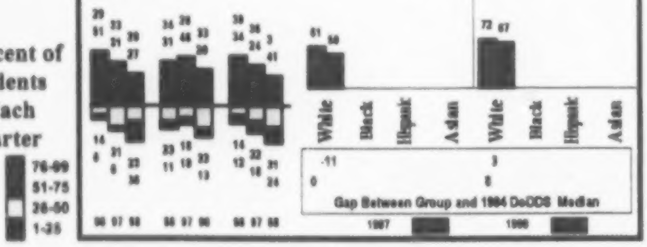
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

The major goal for this year was to increase parental involvement in the five tiers. We saw improvements in many school activities, such as: Read -To-Succeed Program, First Annual Community, Parents, and Teachers Learning Together Workshop, Study Trips, Parent Teacher Organization, and in-house Parental Involvement. Plans are to continue increasing parental involvement.

Grade 3

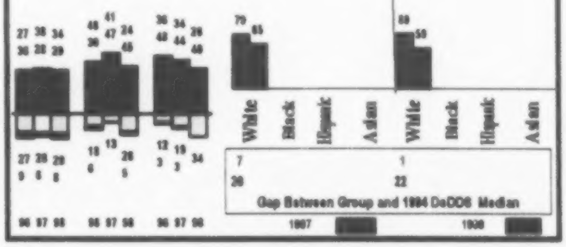
	Benchmark 3.1			**Benchmark 4.2**	
1998 Median Percentiles for:	Read	Lang	Soc Stdy	Math	Science
School	48.5	56.5	46	45.5	50.3
District	57.3	60.6	49.6	55.4	54.0
DoDDS	57.1	61.4	50.5	57.2	53.4
Nation	50	50	50	50	50
# Students	30	30	29	30	29

Percent of Students in Each Quarter



Grade 5

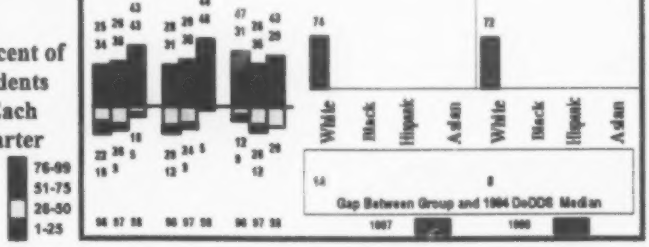
	Benchmark 3.1			**Benchmark 4.2**	
1998 Median Percentiles for:	Read	Lang	Soc Stdy	Math	Science
School	61.3	63.7	63.5	64.2	56.8
District	66.7	61.7	64.8	55.6	59.9
DoDDS	67.5	63.4	66.1	61	63.2
Nation	50	50	50	50	50
# Students	38	38	38	38	38



Grade 6

	Benchmark 3.1			**Benchmark 4.2**	
1998 Median Percentiles for:	Read	Lang	Soc Stdy	Math	Science
School	73.7	72	69	55	66
District	63.0	67.6	64.6	62.3	65.6
DoDDS	62.7	65.2	64.7	62	64.9
Nation	50	50	50	50	50
# Students	21	21	21	21	21

Percent of Students in Each Quarter



SAT Results		School	District	DoDDS	Nation
% Participating	97	NA	58%	63%	41%
	98	NA	57%	62%	43%
Math Avg Score	97	NA	514	505	511
	98	NA	511	505	512
Verbal Avg Score	97	NA	519	515	505
	98	NA	532	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

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Commercial Phone:
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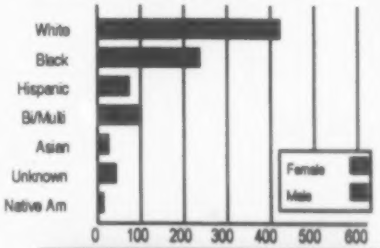
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	29	Met	21%	55%	24%	0%	0%
5	97	30	Met	40%	50%	10%	0%	0%
5	98	36	Met	31%	61%	8%	0%	0%

Kaiserslautern,
Germany

Department of Defense Education Activity
Vogelweh Elementary School (PK-5)
1997/98 School Profile
Rosemarie Arnestad, Principal

School Characteristics

Student Enrollment - 845



Special Programs			
Grade(s) Offered	Program		
PK-12	Special Education	133	16%
K-8	TAG	73	9%
K-12	ESL	N/A	N/A
1	Reading Recovery	25	15%
7-12	AVID	N/A	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

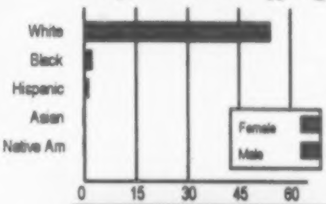
Grade	
PreK	21
K	160
1	164
2	147
3	151
4	102
5	100
Total	845

Sponsor Affiliation	
Marine	<.5%
Army	65%
Navy	<.5%
Air Force	35%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	<.5%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	0
1-3	1
4-6	1
7-10	8
> 10	48

Mobility Rate
48% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	3
Classroom Teachers	36.5
Special Education	10.5
Other Professionals	11.5

Teacher Education	
Degree	Teacher
BA/BS	25 %
MA/MS	75 %
Doctorate	0 %

Principal's Highlights

Vogelweh Elementary educates a diverse population of nearly 900 students to include Sure Start, Preschool Handicapped, mildly to severely learning impaired, and ESL students. The school fosters a strong multi-cultural emphasis.

Change has been a distinguishing characteristic of the past school year. School Improvement literally involved every teacher, student, and parent. In support of our integrated approach to learning, parents became involved in interactive homework assignments.

During the April '98 NCA Accreditation Visit, the staff was commended for its professional involvement and planning in support of the school improvement process.

Our technology program provided a powerful instructional tool at all levels. Students improve keyboarding and word processing through structured lessons. They receive enrichment lessons in computer literacy, CD-ROM applications, research, and electronic communication skills.

In support of the five tiers of parent involvement, a strong school-home partnership emerged. An active PTSA and Parent Center provide the nucleus for growth and proactive change. A Vogelweh parent was named ECAPTS Volunteer-of-the-Year.

DoDEA Strategic Plan School Improvement Implementation
School Year 97/98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies.

RAISE ACHIEVEMENT IN SOCIAL STUDIES. Incorporating Social Studies Standard 3, Time, Continuity, and Change, students produced a project related to their family's lineage or traits. Pre- and post-testing are used to measure student growth in knowledge acquired about their families and in their abilities to utilize various types of primary and secondary sources.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

MATH AND SCIENCE ACHIEVEMENT. Through an integrated curriculum approach, students collected, organized, and described data from their family lineage research. Family data is used to construct and interpret graphs. Faculty developed rubrics are used to score the pre- and post-tests on interpreting graphs.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Both organizational structures and practices support a strong communication system. Teacher, Parent, and Student leadership groups all provide input for decision making. In a recent survey of School Climate, parents rated the following as our most highly effective means of communication: teacher contacts Open Houses, conferences, orientation sessions, and our newsletters.

Benchmark 10.8: Establish Technology for teachers and administrators

Three school computer labs support technology instruction for students, teachers, and parents. Instruction in keyboarding, word processing, graphics, and curriculum-related software is provided on a regular basis. Classroom computers provide curriculum support. An active Parent Training Program is also benefiting parents as users and instructional supporters.

Average Ratings of SHP Progress

Tier	School	District	DoDDS
Co-Communicators	3.9	3.9	3.9
Co-Supporters	3.7	3.6	3.5
Co-Learners	3.3	3.2	3.1
Co-Teachers	3.7	3.6	3.5
Co-Advisors	3.6	3.3	3.3

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

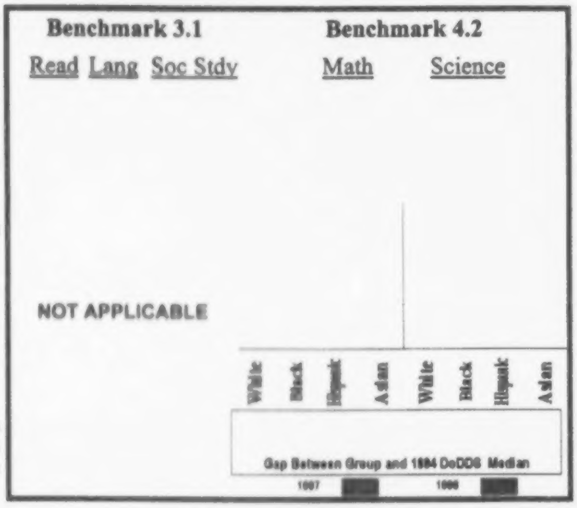
The School-Home Partnership undertook two major initiatives: One was to increase support for the five-tiered involvement, particularly in the areas of parents as co-teachers and as co-learners. Our family lineage project attracted many parents as co-teachers in the classroom. Our Technology Program and Parent Center offered practical and well-received co-learning opportunities.

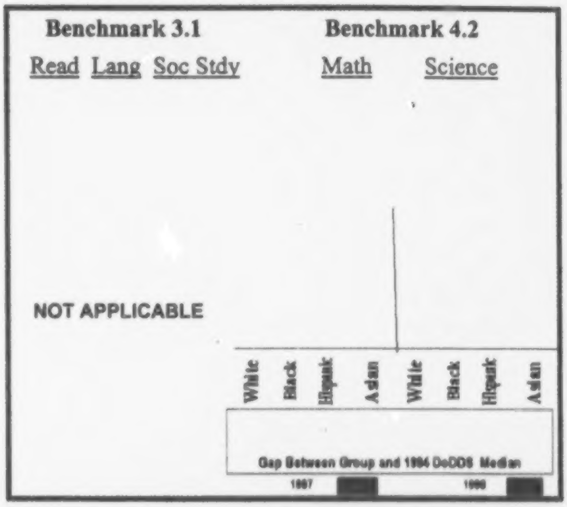
1998
Median
Percentiles
for: **School**
District
DoDDS
Nation

# Students

Percent of Students in Each Quarter

76-99
51-75
26-50
1-25



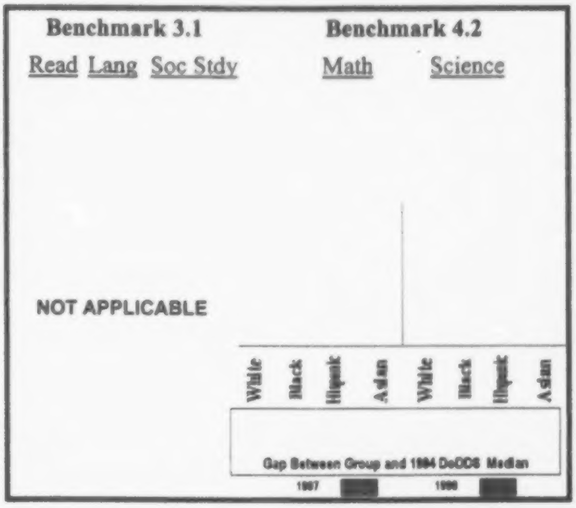


1998
Median
Percentiles
for: **School**
District
DoDDS
Nation

# Students

Percent of Students in Each Quarter

76-99
51-75
26-50
1-25



SAT Results

		School	District	DoDDS	Nation
% Participating	97	NA	58%	63%	41%
	98	NA	57%	62%	43%
Math Avg Score	97	NA	514	505	511
	98	NA	511	505	512
Verbal Avg Score	97	NA	519	515	505
	98	NA	532	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

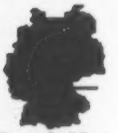
CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Vogelweh ES
86 SPTG/CCSE-V
UNIT 3240, BOX 435
APO AE 09094-0005

DSN Phone: 489-6810/6988
Fax Number: 49-631-59073
Commercial Phone:
49-631-91222

DoDEA Writing Assessment

				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	86	Met	34%	58%	8%	0%	0%
5	97	83	Met	31%	57%	5%	5%	2%
5	98	86	Met	10%	81%	6%	1%	1%

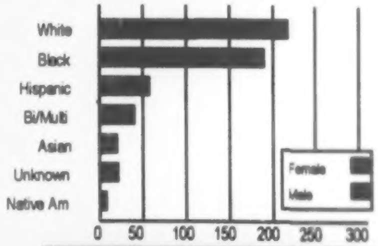


Baumholder, Germany

Department of Defense Education Activity
Wetzel Elementary School (PK-6)
1997/98 School Profile
Debra A. Brooks, Principal

School Characteristics

Student Enrollment - 529



Grade	
PreK	10
K	95
1	77
2	80
3	71
4	72
5	67
6	57
Total	529

Sponsor Affiliation	
Marine	<.5%
Army	99%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	<.5%
Non-US Civilians	<.5%

Special Programs

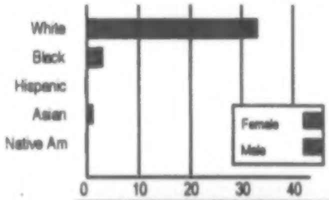
Grade Offered	Program		
PK-12	Special Education	113	21%
K-8	TAG	62	12%
K-12	ESL	12	2%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	1
1-3	4
4-6	2
7-10	9
> 10	21

Mobility Rate
53% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	2
Classroom Teachers	24.5
Special Education	5
Other Professionals	7

Teacher Education

Degree	Teacher
BA/BS	27 %
MA/MS	73 %
Doctorate	0 %

Principal's Highlights

Language arts highlights included the pre-implementation of the new adoption for all grade levels. This was coupled with 40 hrs. of teacher training to ensure a successful implementation.

School improvement team efforts focused on writing and science. Special efforts were made to integrate technology and SHP. The team devised local assessments for both writing and science, which have been instrumental in providing direction for achieving goals. With continuing support from the district science liaison and an active science benchmark committee, we conducted grade specific inservices for all teachers, and also trained parents and members of our military support units to conduct interactive activities for students during the schoolwide Earth Day and Science "Phun" Day programs.

More than 40 volunteers made each of these schoolwide events a success. We are collaborating with the local environmental university to increase environmental programs for students.

Staffing the computer lab full time enabled us to provide computer instruction for students, teachers & parents.

DoDEA Strategic Plan: School Improvement Implementation School Year 97/98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies

Writing Assessments using a 5-point rubric were conducted in the fall 97 and spring 98. Spring assessment results when compared with the earlier scores, showed that our goal to increase the number of students scoring a 4 or better, was not met. Interventions and strategies will be reviewed and amended as needed to reach the goal.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

A baseline assessment was conducted mid-year to measure student observation skills and scored using a 4-point rubric. Most of the scores fell in the middle range. The goal is to increase the number of students scoring 3 or better and decrease the number of students scoring 2 or below.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies

In addition to our office and teacher generated newsletters, parents have been invited & encouraged to participate in large & small group forums as part of a comprehensive school needs assessment. The community has significantly in-creased media coverage of school activities. Two new formats: "On a Positive Note" and an exit survey have been implemented to obtain additional feedback.

Benchmark 10.8: Establish Technology for teachers and administrators

Continued training opportunities for teachers on technology (multi-media, ed. software, keyboarding) offered at on and off site locations to large groups, small groups and individuals. Instruction provided by in-house staff and district office personnel. Goal: Installation of Internet access to classrooms.

Average Ratings of SHP Progress

Tier	School	District	DoDDS
Co-Communicators	3.0	3.9	3.9
Co-Supporters	2.8	3.6	3.5
Co-Learners	2.3	3.2	3.1
Co-Teachers	3.2	3.6	3.5
Co-Advisors	2.2	3.3	3.3

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

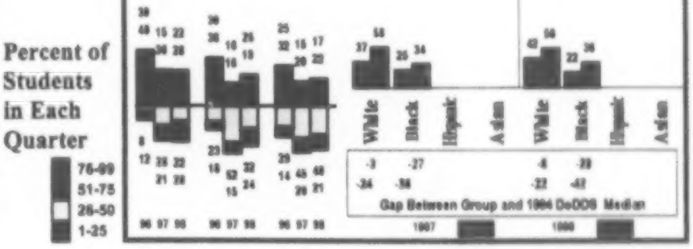
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

Parent volunteers logged over 2,500 hours this year. Parent training was provided in science, language arts and technology. A new Key Communicator has been identified and trained. "Wetzel University", Earth Day and Science "Phun" Day have enabled parents to become co-teachers. Focus groups and a needs assessment have been conducted to enable co-decision making.

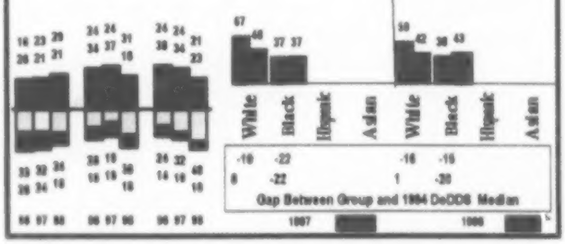
Grade 3

1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	51	47.4	43	50.5	43.8
District	57.3	60.6	49.6	55.4	54.0
DoDDS	57.1	61.4	50.5	57.2	53.4
Nation	50	50	50	50	50
# Students	72	72	72	72	72



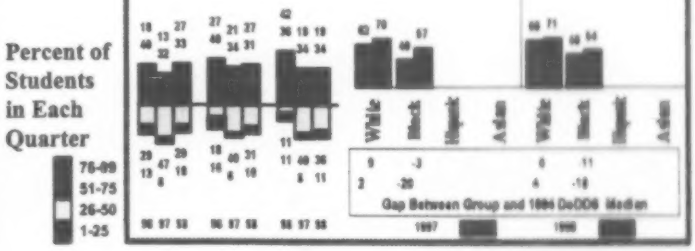
Grade 5

1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	50.3	47	49.4	47	43
District	66.7	61.7	64.8	55.6	59.9
DoDDS	67.5	63.4	66.1	61	63.2
Nation	50	50	50	50	50
# Students	62	62	61	62	61



Grade 6

1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	60	54.5	52	57	60.5
District	63.0	67.6	64.6	62.3	65.6
DoDDS	62.7	65.2	64.7	62	64.9
Nation	50	50	50	50	50
# Students	48	48	47	48	48



SAT Results

		School	District	DoDDS	Nation
% Participating	97	NA	58%	63%	41%
	98	NA	57%	62%	43%
Math Avg Score	97	NA	514	505	511
	98	NA	511	505	512
Verbal Avg Score	97	NA	519	515	505
	98	NA	532	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Wetzel ES
UNIT 23815
APO AE 09034-0005

DSN Phone: 485-7492/6416
Fax Number: 49-6783-3507
Commercial Phone:
49-6783-2555

DoDEA Writing Assessment

				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	59	Not Met	19%	46%	20%	12%	0%
5	97	63	Met	18%	57%	6%	16%	3%
5	98	59	Met	5%	83%	10%	0%	2%

SECTION H

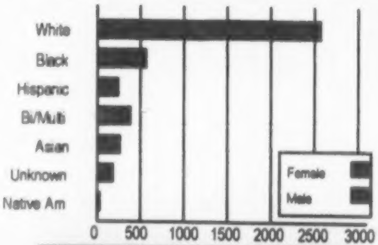
DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

TURKEY DISTRICT
1997-1998

Department of Defense Education Activity
Turkey District (PK-12)
1997/98 District Profile
Thomas Ellinger, Superintendent

District Characteristics

Student Enrollment - 4,116



Special Programs			
Grade Offered	Program		
PK-12	Special Education	303	7%
K-8	TAG	66	2%
K-12	ESL	103	3%
1	Reading Recovery	25	6%
7-12	AVID	40	▨
AP Courses Offered		17	▨
Students Taking AP Courses		75	17%

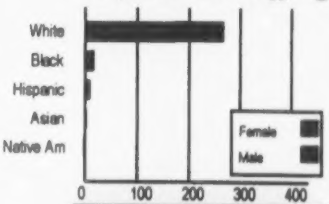
Grade	
PreK	24
K	391
1	386
2	392
3	353
4	334
5	337
6	341
7	282
8	274
9	255
10	302
11	236
12	209
Total	4116

Sponsor Affiliation	
Marine	<.5%
Army	3%
Navy	28%
Air Force	40%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	12%
Non-US Civilians	15%

Teacher Experience	
Years	Teachers
New	1
1-3	9
4-6	12
7-10	32
> 10	252

Mobility Rate
34% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	18.5
Classroom Teachers	249.5
Special Education	22
Other Professionals	47.5

Teacher Education	
Degree	% Teachers
BA/BS	32 %
MA/MS	65 %
Doctorate	3 %

Superintendent's Highlights

Special attention to systematically linking curriculum, instruction, and evaluation has been a priority this year in the TSI District. This initiative has combined the talents of selected teachers (K-12) representative of each school in the district combined with the expertise of the curriculum liaisons, assistant superintendent and the superintendent, as well as HQ coordinators. "Best Practices" were identified in each curricular area and they were mapped out in the form of configuration maps for the purpose of teachers' self-evaluation to determine the degree of implementation of these key strategies. Year one of the SLICE initiative is complete and will continue as a long-range project for the district. Staff Development training is on-going in all of the major curricular areas, with special emphasis given to LAR K-6 and the development of the Lead Teacher Concept. LAR/LT for 7-12 comes next. District Parent Advisory Council meetings have also focused on training in each of the curricular areas.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Strategy: Integrating curriculum, instruction, and assessment in the core curricular areas. LAR Lead Teacher Training was completed this year for gr.K-6. Lead teachers were trained in the new integrated reading/language arts curriculum, but also in the new program and selected materials. The SS liaison continued on-going training in the curriculum, with a focus on current events.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Strategy: Provide staff development training in curriculum, technology, and SIP. Math & Science Curriculum Liaisons provided combined staff development training sessions during numerous school visits. All liaisons shared extensive assessment analysis of CTBS results with each school for the purpose of identifying areas of need. The superintendent promoted 'At Risk' students' project.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Regularly scheduled meetings were held with the DSO and administrators. This exchange of information was helpful in keeping communication open between the schools and with the district office. Additionally, a quarterly newsletter was prepared and disseminated by the DSO to all schools. This communication device informed schools and military command about activities across the district.

Benchmark 10.8: Establish Technology for teachers and administrators

Due to the variety of challenges encountered in each of the countries in our district, the ET liaison has had quite a task. Linking the DSO and all of the schools to Internet has been a priority, as well as the continual process of upgrading computers in the schools. The ET was also instrumental in providing extensive computer training at SIP Leadership Conferences and in the schools.

Average Ratings of SHP Progress		
Tier	**District**	**DoDDS**
Co-Communicators	3.8	3.9
Co-Supporters	3.5	3.5
Co-Learners	3.1	3.1
Co-Teachers	3.5	3.5
Co-Advisors	3.3	3.3

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

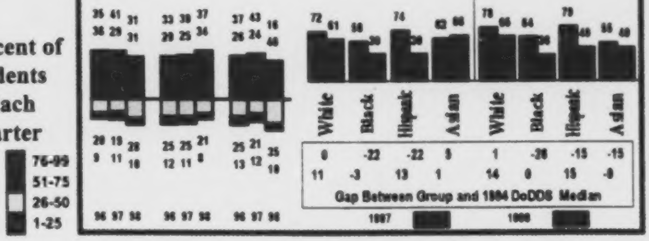
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

The assistant superintendent led DPAC meetings, which focused on deepening the understanding of DoDDS curriculums. Training and hands-on exploration of material was provided by each of the liaisons. The SHP liaison held on-site training with selected schools with the goal of revisiting the 5 tiers of the program and examining the variety of activities going on at the school level.

Grade 3

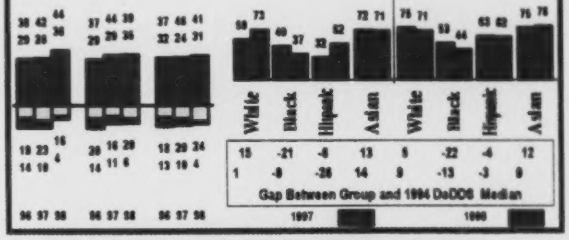
1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
District	61.0	68.1	54.3	64.1	57.4
DoDDS	57.1	61.4	50.5	57.2	53.4
Nation	50	50	50	50	50
# Students	327	327	327	327	326

Percent of Students in Each Quarter



Grade 7

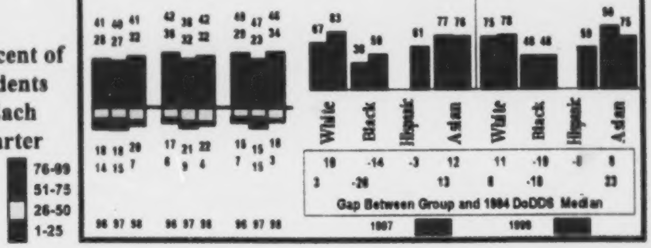
	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
District	73.2	69.2	70.8	66.0	71.0
DoDDS	68.6	64.6	65.9	59.9	64.9
Nation	50	50	50	50	50
# Students	260	260	259	259	259



Grade 11

1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
District	69.5	69.2	72.7	72.4	73.4
DoDDS	69.9	69	69	65.4	66.5
Nation	50	50	50	50	50
# Students	202	202	202	202	202

Percent of Students in Each Quarter



SAT Results		District	DoDDS	Nation
% Participating	97	79%	63%	41%
	98	80%	62%	43%
Math Avg Score	97	535	505	511
	98	524	505	512
Verbal Avg Score	97	513	515	505
	98	500	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

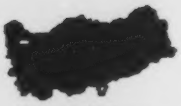
SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and,the 1994 DoDDS baseline medians.

DoDDS-Turkey District
Attn: Thomas Ellinger
39 Combat Support Sq
APO AE 09824-0005

DSN Phone: 676-6114
Fax Number: 90-322-346-1939
Commercial Phone:
90-322-316-6114

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	318	Met	30%	54%	10%	4%	2%
5	97	355	Met	33%	57%	6%	3%	0%
5	98	290	Met	17%	79%	4%	0%	0%
8	96	257	Not Met	28%	39%	31%	2%	1%
8	97	260	Met	45%	38%	12%	5%	1%
8	98	239	Met	31%	54%	13%	1%	0%
10	96	255	Met	35%	47%	15%	2%	1%
10	97	245	Met	52%	41%	5%	1%	1%
10	98	268	Met	51%	39%	8%	2%	0%

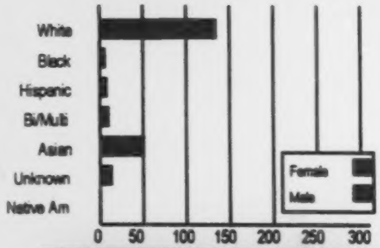


Balgat Ankara,
Turkey

Department of Defense Education Activity
Ankara Elementary/High School (K-12)
1997/98 School Profile
Sandra Daniels, Principal

School Characteristics

Student Enrollment - 213



Special Programs

PK-12	Special Education	8	4%
K-8	TAG	N/A	N/A
K-12	ESL	29	14%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	▨
AP Courses Offered		4	▨
Students Taking AP Courses		13	42%

Grade	
K	9
1	14
2	20
3	6
4	18
5	11
6	27
7	18
8	16
9	18
10	25
11	15
12	16
Total	213

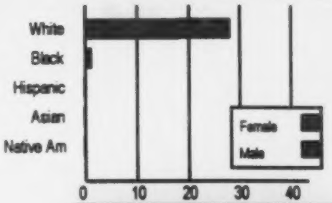
Sponsor Affiliation	
Marine	1%
Army	4%
Navy	<.5%
Air Force	8%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	35%
Non-US Civilians	51%

Teacher Experience

New	0
1-3	2
4-6	0
7-10	1
> 10	20

Mobility Rate
16% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	2
Classroom Teachers	20.5
Special Education	1
Other Professionals	3

Teacher Education

Degree	Teachers
BA/BS	17 %
MA/MS	83 %
Doctorate	0 %

Principal's Highlights

George C. Marshall elementary/high school serves and celebrates the cultural diversity of twenty two countries represented in the school. The school fosters high expectations, instructional leadership and excellence in teaching to ensure achievement for all students.
Emphasis has been placed on improving student achievement in writing, effective communication, and the continued integration of technology throughout all curricular areas for the school year.

Working closely with supportive parent groups, the school initiated a school wide homework agenda book to monitor school work and communicate to parents daily. The home agenda book has been a success and has become a classroom ritual in the school.
The advances in our school technology plan along with noticeable gains in writing, communication, and strong parent partnership underscore the fact that George C. Marshall school is "on track" with their SIP goals.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97/98 Priorities

Goal 3: Student Achievement And Citizenship
Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.
The technique of employing surveys to gauge faculty involvement and the in-crease of frequency and methods of writing in the classroom was maintained but altered to a one-on-one interview style. A white board with attached envelope for copies of lesson plan ideas was placed in the faculty workroom. A student survey at the end of the third quarter verified increased writing.

Goal 4: Math And Science Achievement
Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp
A math tutoring program between an eighth grade math class and elementary students in grades one through four was started. This became a weekly activity which helped both groups of students get additional practice with computational skills. Homework assignments were printed in the Marshall Memo and many teachers continued to list these in their respective newsletters.

Goal 10: Organizational Development
Benchmark 10:7: Effective Communication Sys. for all DoDEA constituencies.
The Marshall Memo receives constant input from all organizations so parents are aware of what is going on in the school . The office continues to use the office fax as well as hard copy to send Marshall Memo home with students for better circulation coverage. Voice mail will be used for Inclement weather and emergency announcements. Suggest the combination of 10.7 & 3.1 Benchmarks.

Benchmark 10.8: Establish Technology for teachers and administrators
The technology benchmark for our school has received a big boost with the addition of NT and internet throughout most the school. Teachers and students have increased their knowledge and use of the these tools tremendously. This was accomplished through teacher workshops and student exposure to classes on NT and the internet. Technology is everywhere.

Average Ratings of SHP Progress

Tier	School	District	DoDDS
Co-Communicators	4.6	3.8	3.9
Co-Supporters	4.6	3.5	3.5
Co-Learners	4.2	3.1	3.1
Co-Teachers	4.0	3.5	3.5
Co-Advisors	3.7	3.3	3.3

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

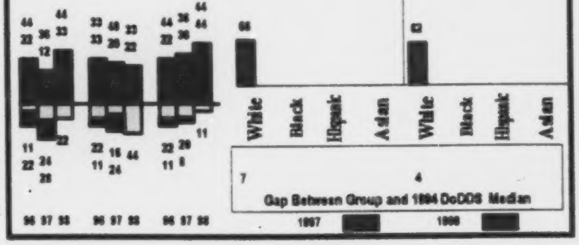
All five tiers of the SHP program were engaged. An orientation before school was implemented this year. Parents checked student assignment books. Parents were members of SIP and SAC as well as PTSO. Parents participated in planning and preparing dinner programs during Dr. Gonzales visit and for International day.

Grade 5

1998 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School					
District	67.4	66.1	66.1	58.8	67.3
DoDDS	67.5	63.4	66.1	61	63.2
Nation					
# Students	9	9	9	9	9

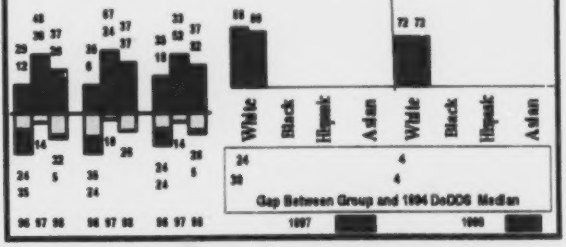
Percent of Students in Each Quarter

76-99
51-75
26-50
1-25



Grade 8

1998 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	68	69	66	76	69
District	60.8	62.9	64.8	64.3	65.4
DoDDS	59.8	64.3	62.7	61.3	60.7
Nation	50	50	50	50	50
# Students	19	19	19	19	19

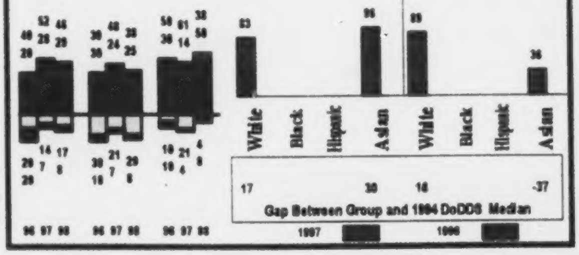


Grade 10

1998 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	74.5	68	69	86.5	69.5
District	71.6	73.3	74.1	75.2	69.9
DoDDS	70.1	70.5	70.7	68.7	67
Nation	50	50	50	50	50
# Students	24	24	24	24	24

Percent of Students in Each Quarter

76-99
51-75
26-50
1-25



SAT Results

		School	District	DoDDS	Nation
% Participating	97	84%	79%	63%	41%
	98	50%	80%	62%	43%
Math Avg Score	97	539	535	505	511
	98	619	524	505	512
Verbal Avg Score	97	497	513	515	505
	98	616	500	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

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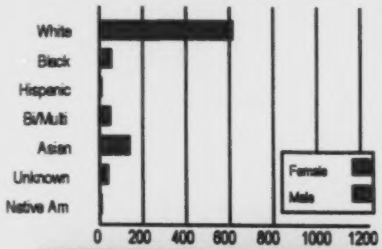
DoDEA Writing Assessment

				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	9	Met	22%	56%	22%	0%	0%
5	97	22	Met	36%	59%	4%	0%	0%
5	98	9	Not Met	0%		0%	0%	0%
8	96	12	Not Met	25%	42%	33%	0%	0%
8	97	21	Met	43%	43%	14%	0%	0%
8	98	18	Met	33%	61%	6%	0%	0%
10	96	9	Met	33%	56%	11%	0%	0%
10	97	24	Met	58%	38%	4%	0%	0%
10	98	22	Met	36%	54%	0%	9%	0%

Department of Defense Education Activity
Bahrain Elementary/High School (K-12)
1997/98 School Profile
Carl Albrecht, Principal

School Characteristics

Student Enrollment - 903



Special Programs			
Grade Offered	Program		
PK-12	Special Education	17	2%
K-8	TAG	N/A	N/A
K-12	ESL	33	4%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

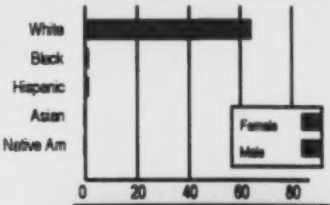
Grade	
K	46
1	34
2	59
3	41
4	52
5	52
6	55
7	72
8	56
9	73
10	133
11	124
12	106
Total	903

Sponsor Affiliation	
Marine	<.5%
Army	<.5%
Navy	24%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	22%
Non-US Civilians	52%

Teacher Experience	
Years	Teachers
New	1
1-3	0
4-6	1
7-10	3
> 10	55

Mobility Rate
13% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	3
Classroom Teachers	59.5
Special Education	2
Other Professionals	6.5

Teacher Education	
Degree	Teacher
BA/BS	42 %
MA/MS	58 %
Doctorate	0 %

Principal's Highlights

This was the year that we made a giant step forward. The SIT, with faculty backing and input, focused on 3 school-wide goals:

Citizenship--improved behavior, attendance, and preparedness were the goals. Whereas, the elementary teachers focused on improved student respect, the middle school focused on attendance and preparedness, and the secondary teachers zeroed in on being in class on time. Many individual initiatives took place to achieve this goal.

Technology---improve student and teacher interactions with any variety of technologies available.

Vocabulary---each and every teacher, individually or by department, developed a pre-test/post-test list of vocabulary expectations. Probably more than anything else, its goal focused the staff on what-is-it we want students to know from start to end.

Hopefully, the School-Home Partnership interaction through the above, will provide an interweaving of the 3 with the school and home.

The SIT continues to be the driving force of the school. Recently (May 1998) the NCA visiting team sighted the strength of the SIT.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Across the curriculum, across the school, every teacher K-12 worked on 3 school wide goals plus school-home partnership strategies, to bring about improved student achievement for this Goal. Those 3 are stated in the principal's highlights to the left: Vocabulary, Technology, Citizenship, and SHP involvement.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Here again, as above, the faculty believed that good strategies would have effectiveness in bringing about improved student achievement in any curricular area at any grade level. We are a K-12 school and wanted school-wide goals with which every faculty member and student could identify. Those are related in the principal's highlights to the left.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Realizing the tremendous need for involvement, interaction, overview, and simply, use of technology, the SIT appointed a sub-committee to deal solely with Technology. Early in the SY 97-98, they developed three target areas: technology accessible for all teachers, allocation of technology resources, and training needs.

Benchmark 10.8: Establish Technology for teachers and administrators

Please review the above statement to reiterate the school's commitment to the school-wide goal of "access to technology". Also, of note, is that the SIT views Technology as any of the myriad of resources available to teachers other than just computers.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	3.3	3.8	3.9
Co-Supporters	3.1	3.5	3.5
Co-Learners	2.6	3.1	3.1
Co-Teachers	2.8	3.5	3.5
Co-Advisors	2.8	3.3	3.3

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

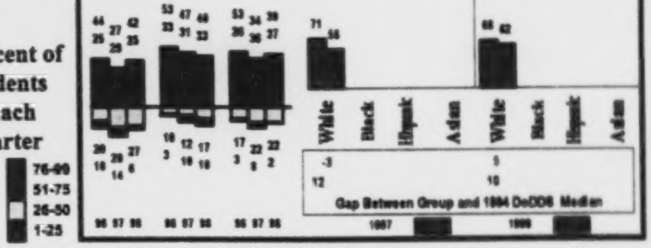
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

As with Technology, there was a tremendous need for involvement, interaction, and overview with our SHP component. Thus, during SY 97-98 a sub-committee chaired by an assistant principal was installed. Faculty, student, and community representatives were made members. Their target was to promote the awareness of the School Improvement Plan.

Grade 5

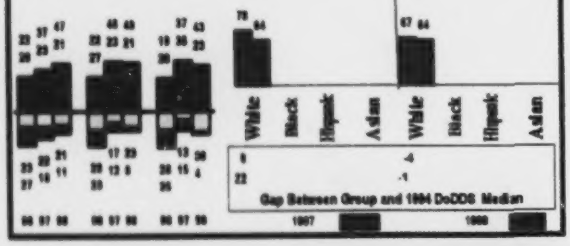
1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	65.5	70	63.7	56.5	65.7
District	67.4	66.1	66.1	58.8	67.3
DoDDS	67.5	63.4	66.1	61	63.2
Nation	50	50	50	50	50
# Students	48	48	46	46	46

Percent of Students in Each Quarter



Grade 8

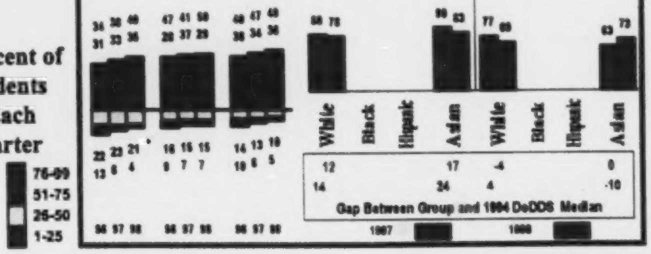
1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	70	74	71	75.8	65
District	60.8	62.9	64.8	64.3	65.4
DoDDS	59.8	64.3	62.7	61.3	60.7
Nation	50	50	50	50	50
# Students	47	47	47	46	47



Grade 10

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	70.4	75.2	75.1	78.8	71.5
District	71.6	73.3	74.1	75.2	69.9
DoDDS	70.1	70.5	70.7	68.7	67
Nation	50	50	50	50	50
# Students	124	124	124	124	124

Percent of Students in Each Quarter



SAT Results		[illegible]	[illegible]	[illegible]	[illegible]
% Participating	97	98%	79%	63%	41%
	98	90%	80%	62%	43%
Math Avg Score	97	541	535	505	511
	98	532	524	505	512
Verbal Avg Score	97	515	513	515	505
	98	491	500	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Bahrain ES/HS
PSC 451
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DoDEA Writing Assessment

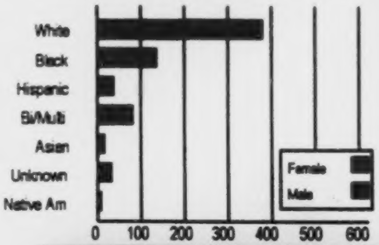
				Percent at Each Performance Level				
Grade	**Yr**	**Number Tested**	**Benchmark Criteria** **75% => Proficient**	**Distinguished**	**Proficient**	**Apprentice**	**Novice/ Undeveloped**	**Not Scoreable**
5	96	58	Met	45%	48%	7%	0%	0%
5	97	48	Met	44%	52%	4%	0%	0%
5	98	50	Met	26%	70%	2%	0%	2%
8	96	68	Not Met	34%	32%	29%	4%	0%
8	97	60	Met	47%	33%	12%	8%	0%
8	98	49	Met	24%	57%	16%	2%	0%
10	96	124	Met	39%	43%	14%	3%	1%
10	97	112	Met	55%	38%	4%	2%	0%
10	98	122	Met	55%	37%	7%	1%	0%

Adana Incirlik, Turkey

Department of Defense Education Activity
Incirlik Elementary School (PK-6)
1997/98 School Profile
Fran Austin, Principal

School Characteristics

Student Enrollment - 658



Special Programs			
PK-12	Special Education	63	10%
K-8	TAG	66	10%
K-12	ESL	8	1%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

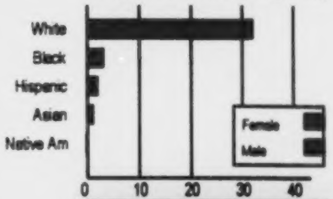
Grade	
PreK	20
K	111
1	112
2	93
3	90
4	87
5	81
6	64
Total	658

[illegible]	
Marine	<.5%
Army	<.5%
Navy	<.5%
Air Force	93%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	6%
Non-US Civilians	<.5%

Teaching Experience	
New	0
1-3	2
4-6	2
7-10	1
> 10	32

Mobility Rate
40% Per Year

Professional Staffing



School Staff	
Administrators	2
Classroom Teachers	27.5
Special Education	5
Other Professionals	9

Teacher Education	
BA/BS	34 %
MA/MS	61 %
Doctorate	5 %

Principal's Highlights

At Incirlik Elementary School the School Improvement Plan became a refinement of past years. This year showed a marked increase of teachers and parents who were involved with the entire S.I.P. process. Teacher and parent educational concerns were incorporated directly into the goals and strategies. Emphasis was placed on math computation skills, problem solving, and vocabulary development. As new ways of meeting the benchmarks were explored many teachers elected to continue strategies from the past, i.e. Daily Oral Math and Daily Oral Language. The entire faculty was involved in the implementation of strategies and designing pre- and post testing. They assisted in the scoring of these tests and the evaluation of the resulting data.

Because one-on-one tutoring has been proven to be a successful way of helping at-risk students, Incirlik Elementary School decided to keep the Mentoring Program as one of their benchmark goals. It is expected that this program will continue to expand in the future.

Due to the full time placement of a computer lab instructor, Incirlik Elementary students have seen a marked increase of their technology skills. Computer instruction has become in integral part of the school's curriculum.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97/98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Incirlik Elementary Students worked on increasing vocabulary skills such as word usage and appropiate spelling across the curriculum. Lists of key vocabulary words necessary for student improvement were generated to be used by the faculty in daily instruction.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Students will learn to apply problem solving strategies and be able to explain their thinking orally/or in writing with grade appropriate vocabulary. Students will increase competency of basic computation skills as appropriate for each grade level. To achieve this goal, teachers incorporated Daily Tune/Ups and timed tests to monitor student improvement.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

All staff members and students will increase the number of ways and the frequency in which they communicate with parents and each other utilizing technology.

Benchmark 10.8: Establish Technology for teachers and administrators

The School Improvement Team will research and adopt a gradebook program appropriate for the elementary level in order to better facilitate communications between staff, administration,and parents.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.6	3.8	3.9
Co-Supporters	3.1	3.5	3.5
Co-Learners	2.4	3.1	3.1
Co-Teachers	3.3	3.5	3.5
Co-Advisors	3.1	3.3	3.3

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

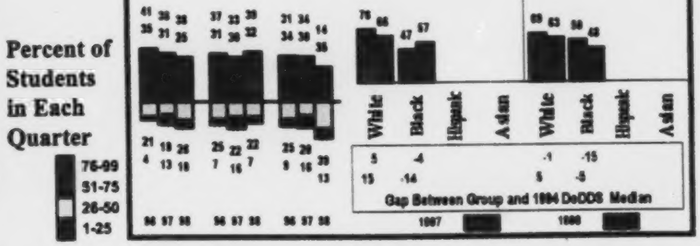
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Community members volunteer as mentors/tutors to students in need of social and /or academic assistance as identified by teachers and/or parents.

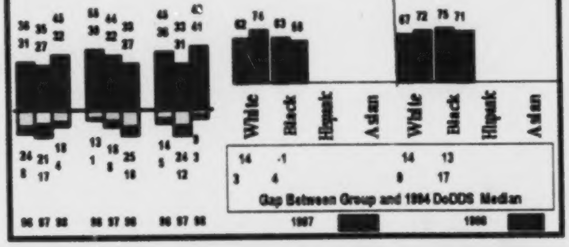
Grade 3

1998 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	62	70	50	59.8	51
District	61.0	68.1	54.3	64.1	57.4
DoDDS	57.1	61.4	50.5	57.2	53.4
Nation	50	50	50	50	50
# Students	87	87	87	87	87



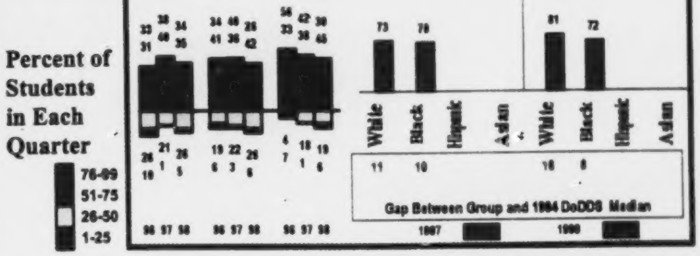
Grade 5

1998 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	71.7	68.7	72.6	58.4	70
District	67.4	66.1	66.1	58.8	67.3
DoDDS	67.5	63.4	66.1	61	63.2
Nation	50	50	50	50	50
# Students	71	71	71	71	71



Grade 6

1998 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	62.7	66	64.7	60	70.7
District	65.7	67.3	67.6	65.9	66.3
DoDDS	62.7	65.2	64.7	62	64.9
Nation	50	50	50	50	50
# Students	65	65	64	65	65



SAT Results		[illegible]	District	DoDDS	Nation
% Participating	97	NA	79%	63%	41%
	98	NA	80%	62%	43%
Math Avg Score	97	NA	535	505	511
	98	NA	524	505	512
Verbal Avg Score	97	NA	513	515	505
	98	NA	500	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

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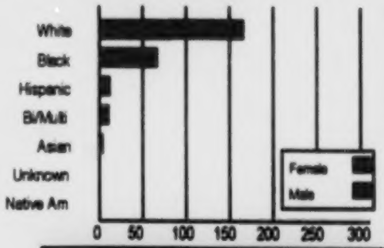
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	88	Met	32%	61%	5%	2%	0%
5	97	71	Met	25%	65%	6%	4%	0%
5	98	73	Met	16%	78%	6%	0%	0%

Adana Incirlik,
Turkey

Department of Defense Education Activity
Incirlik High School (7-12)
1997/98 School Profile
Peggy Bullion, Principal

School Characteristics

Student Enrollment - 255



Special Programs			
PK-12	Special Education	13	5%
K-8	TAG	N/A	N/A
K-12	ESL	N/A	N/A
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	▨
AP Courses Offered		3	▨
Students Taking AP Courses		19	44%

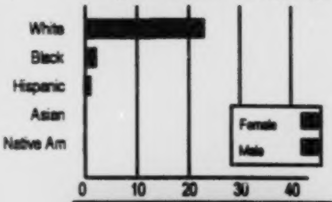
Grade	
7	71
8	61
9	40
10	40
11	24
12	19
Total	255

[illegible]	
Marine	<.5%
Army	<.5%
Navy	<.5%
Air Force	89%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	10%
Non-US Civilians	<.5%

Teacher Experience	
New	0
1-3	3
4-6	2
7-10	2
> 10	12

Mobility Rate
35% Per Year

Professional Staffing



School Staff Category	FTE
Administrators	1.5
Classroom Teachers	18.5
Special Education	1
Other Professionals	2

Teacher Education Degree	Teacher
BA/BS	25 %
MA/MS	68 %
Doctorate	7 %

Principal's Highlights

Incirlik American High School has had a very effective school year during 1997/98. Implementation of a block schedule for the second semester has been the major focus of the school improvement program. All stake holders, including students were involved in the decision making process, as well as the training necessary for a successful implementation of the change. A task force was created to monitor, adjust and evaluate the implementation and to collect data to support the change in scheduling.

All staff professional development this school year has focused on improvement of instruction and designing instructional strategies, methods, and teaching techniques for managing a 90 minute instructional period. Consultants from other DoDDS schools were utilized to conduct staff, parent and student seminars to ensure that all members of the school community were educated and informed of the pros and cons of the new scheduling prior to implementation.

Another highlight of this school year has been the implementation of an after school study skills class. This program is part of our efforts to achieve benchmark 4.2. A positive impact has been realized for the students who have participated in this activity.

DoDEA Strategic Plan School Improvement Implementation
School Year 97/98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

During the past year the school exceeded the goal for writing achievement established by DoDEA. Staff members will continue working with writing improvement while taking on the new task of improving CTBS scores in Social Studies from the 62nd percentile. Writing across the curriculum has increased in all departments.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

The Mentoring program has involved students who need help in Mathematics and Science. Those students involved in the program have shown improvements over a second group of similar students. Analysis of grades has shown all Racial, Ethnic, and Gender groups achieving at about the same level of proficiency.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Progress in this area was limited due to summer renovations to the school causing a breakdown of the LAN system. We are increasing the number of parents communicating with the school with Email from zero at the beginning of the year to the present 22 families. Requests for Email addresses and Internet agreements have been included with each student registration package.

Benchmark 10.8: Establish Technology for teachers and administrators

Telephones have been placed in all classrooms in the school for teacher use. The educator LAN system has been rebuilt to allow teachers access to the library from their classrooms. New computers have been purchased for use on the Administrative LAN. The wiring is in place to establish an Internet connection for the school as soon as Turkish and military approval is obtained.

Average Ratings of SHP Progress

Tier	School	District	DoDDS
Co-Communicators	3.9	3.8	3.9
Co-Supporters	3.5	3.5	3.5
Co-Learners	2.9	3.1	3.1
Co-Teachers	3.8	3.5	3.5
Co-Advisors	3.6	3.3	3.3

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

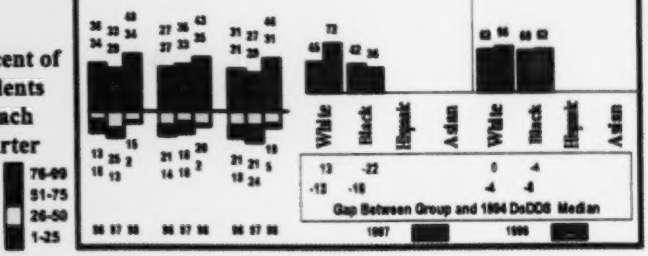
Parent forums were held throughout the year to discuss our CTBS results, the movement into a block schedule, planning the school schedule for next year. Parents have been invited to participate in all school committees. Written, Email, and telephone communications have increased between the school and the homes. Plans are in place to increase parent involvement in mentoring.

Grade 7

1998 Median Percentiles

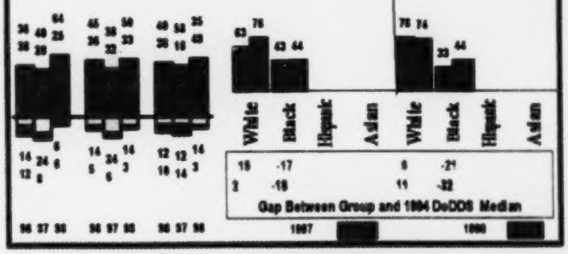
	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for: **School**	75.5	68	73	69	69.3
District	73.2	69.2	70.8	66.0	71.0
DoDDS	68.6	64.6	65.9	59.9	64.9
Nation	50	50	50	50	50
# Students	65	65	65	65	65

Percent of Students in Each Quarter



Grade 9

	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	81	75	70	65.7	65
District	76.4	72.8	73.1	72.6	68.8
DoDDS	70.8	68.4	68.8	64.9	62.9
Nation	50	50	50	50	50
# Students	36	36	37	37	37

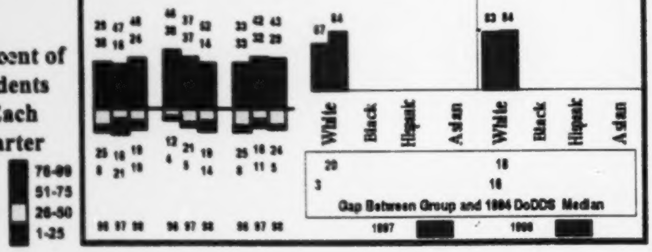


Grade 11

1998 Median Percentiles

	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for: **School**	73	76	74	74.3	79.5
District	69.5	69.2	72.7	72.4	73.4
DoDDS	69.9	69	69	65.4	66.5
Nation	50	50	50	50	50
# Students	21	21	21	21	21

Percent of Students in Each Quarter



SAT Results

		School	District	DoDDS	Nation
% Participating	97	47%	79%	63%	41%
	98	58%	80%	62%	43%
Math Avg Score	97	537	535	505	511
	98	494	524	505	512
Verbal Avg Score	97	548	513	515	505
	98	523	500	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Incirlik HS
PSC 94
APO AE 09824-0005

DSN Phone: 676-6484/6330
Fax Number: 90-322-346-3812
Commercial Phone:
90-322-346-3799

DoDEA Writing Assessment

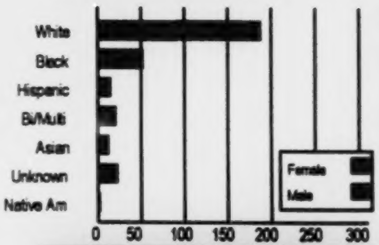
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	96	55	Not Met	20%	33%	47%	0%	0%
8	97	47	Met	32%	47%	15%	6%	0%
8	98	46	Met	33%	52%	13%	0%	2%
10	96	28	Not Met	29%	29%	39%	4%	0%
10	97	21	Met	19%	67%	10%	0%	5%
10	98	30	Met	37%	50%	7%	3%	3%

Alsancak Izmir,
Turkey

Department of Defense Education Activity
Izmir Elementary/High School (K-12)
1997/98 School Profile
Allen Davenport, Principal

School Characteristics

Student Enrollment - 306



Special Programs			
[illegible]			
PK-12	Special Education	23	8%
K-8	TAG	N/A	N/A
K-12	ESL	7	2%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	▨
AP Courses Offered		2	▨
Students Taking AP Courses		1	5%

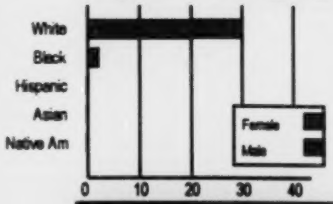
Grade	
K	29
1	38
2	36
3	33
4	26
5	26
6	28
7	16
8	19
9	20
10	13
11	9
12	13
Total	306

Sponsor Affiliation	
Marine	<.5%
Army	34%
Navy	<.5%
Air Force	48%
Coast Guard	<.5%
Non-US Military	2%
US Civilians	4%
Non-US Civilians	11%

Teacher Experience	
New	0
1-3	0
4-6	2
7-10	4
> 10	23

Mobility Rate
55% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	22.5
Special Education	1
Other Professionals	4.5

Teacher Education	
Degree	Teacher%
BA/BS	16 %
MA/MS	75 %
Doctorate	9 %

Principal's Highlights

Throughout SY 97/98, the action plan and DoDEA benchmarks have guided all school activities. We dealt with the challenges of a difficult but successful move to a new building. The proposed middle school (4-4-4) was established and fine-tuned as needed. A teacher inservice was held on Internet use, the writing process, and the Terra Nova Test. Training for all teachers (K-6) on Literacy Place continued. and a workshop for parents was conducted. This training will assist in next year's final implementation of LP. Izmir hosted this year's district music festival in March. Our annual study trip occurred in May with a visit to ancient Sardis. Our Math Count team placed first in the district and second in DoDDS. Student published across the curriculum and several articles in Stars and Stripes. Our home-school partnership soared to new heights in numbers of participants working with teachers, students, and programs. An appreciation celebration recently heralded those volunteers. New SIP leaders for SY 98/99 have been identified; we are prepared to continue school improvement.

DoDEA Strategic Plan: School Improvement Implementation School Year 97/98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Izmir's focus this year was again on Language Arts and writing. Teachers were to teach the five (5) step writing process and students were to practice that process. Student work was to be kept in student writing folders. Encouragement to publish student writing via computers was established as a goal. Workshops were planned and held to assist teachers meet these goals.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

This benchmark was met and placed in maintainance following the recommendation of the SIP group assigned to reviewing this action plan.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

PTO officers, key communicators, volunteers and SIP Committee chairs continued to utilize the electronic communication system. Posters, flyers, and publications were posted in 'high use' areas of the school. A copy of Izmir's Profile is available in the office and base library.

Benchmark 10.8: Establish Technology for teachers and administrators

Izmir School continues to utilize electronic technology for communications, though the new school move has slowed us somewhat. Next school year, however, fiber optic installations should return the Internet and e-mail to each classroom, thus facilitating improved communications within our school and community.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.3	3.8	3.9
Co-Supporters	3.0	3.5	3.5
Co-Learners	2.7	3.1	3.1
Co-Teachers	3.0	3.5	3.5
Co-Advisors	3.1	3.3	3.3

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

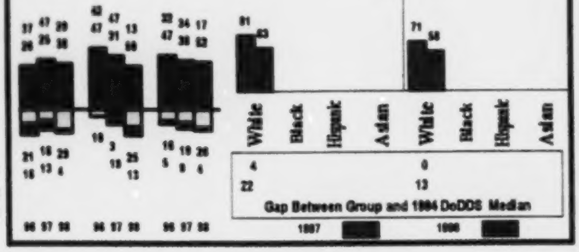
Exposure to community members of diverse cultures and ethnic groups remained a focus of SHP. The center proved to be an active, vital center for parent/staff communications by publicizing activities in community facilities. Literacy Place workshops, as well as those on other educational topics, i.e. brain research were held.

Grade 5

1998 Median Percentiles for:

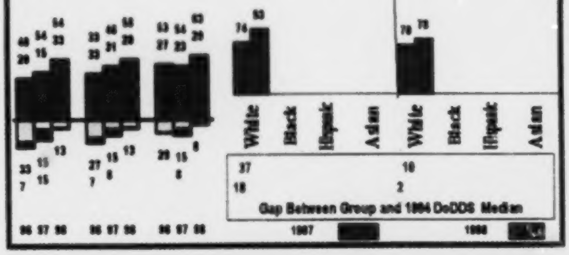
	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	58.7	54.5	52.7	56	57
District	67.4	66.1	66.1	58.8	67.3
DoDDS	67.5	63.4	66.1	61	63.2
Nation	50	50	50	50	50
# Students	24	24	23	24	23

Percent of Students in Each Quarter



Grade 8

	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	76.5	80	81.3	85	73.7
District	60.8	62.9	64.8	64.3	65.4
DoDDS	59.8	64.3	62.7	61.3	60.7
Nation	50	50	50	50	50
# Students	24	24	24	24	24

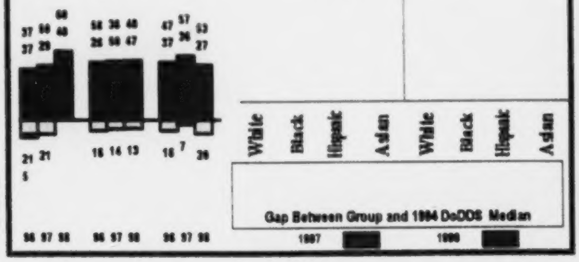


Grade 10

1998 Median Percentiles for:

	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	78.5	70	77	76	80
District	71.6	73.3	74.1	75.2	69.9
DoDDS	70.1	70.5	70.7	68.7	67
Nation	50	50	50	50	50
# Students	15	15	15	15	15

Percent of Students in Each Quarter



SAT Results		School	District	DoDDS	Nation
% Participating	97	80%	79%	63%	41%
	98	100%	80%	62%	43%
Math Avg Score	97	547	535	505	511
	98	502	524	505	512
Verbal Avg Score	97	507	513	515	505
	98	447	500	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Izmir ES/HS
PSC 88
APO AE 09821-0005

DSN Phone: 675-3420/3209
Fax Number: 90-232-425-3401
Commercial Phone:
90-232-4251-680/681

[illegible] Writing Assessment

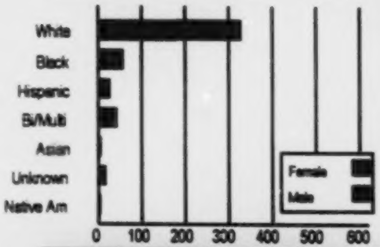
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	19	Met	32%	47%	16%	5%	0%
5	97	32	Met	22%	56%	16%	6%	0%
5	98	22	Met	18%	82%	0%	0%	0%
8	96	17	Met	41%	35%	24%	0%	0%
8	97	17	Not Met	29%	35%	18%	6%	12%
8	98	22	Met	36%	59%	4%	0%	0%
10	96	18	Met	44%	50%	6%	0%	0%
10	97	17	Met	53%	35%	6%	0%	6%
10	98	15	Met	60%	27%	13%	0%	0%

Terceira,
Azores
(Portugal)

Department of Defense Education Activity
Lajes Elementary School (PK-6)
1997/98 School Profile
Susan Ussery, Principal

School Characteristics

Student Enrollment - 432



Grade	
PreK	2
K	72
1	69
2	67
3	65
4	52
5	54
6	51
Total	432

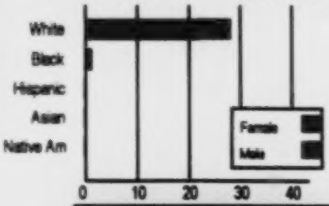
[illegible]	
Marine	<.5%
Army	1%
Navy	<.5%
Air Force	96%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	2%
Non-US Civilians	<.5%

Special Programs			
PK-12	Special Education	52	12%
K-8	TAG	N/A	N/A
K-12	ESL	N/A	N/A
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

Teacher Experience	
New	0
1-3	1
4-6	1
7-10	2
> 10	23

Mobility Rate
36% Per Year

Professional Staffing



School Staff	FTE
Administrators	1
Classroom Teachers	21
Special Education	2
Other Professionals	5

Teacher Education	
Degree	Teacher
BA/BS	40 %
MA/MS	60 %
Doctorate	0 %

Principal's Highlights

Lajes Elementary School is located on the island of Teceira in the Portuguese Azores. Approximately 470 students attend our school in grades K-6, Sure Start, and a Preschool Program for Children with Disabilities. Our teachers are well educated an highly motivated and are dedicated to the success and development of all students as self-directed, lifelong learners.

The schoolwide writing process is highly visible across all areas of the curriculum, with a school-wide writing assessment accomplished twice yearly to measure our successes. Mathematics is another area of high visibility, with several math nights and morning sessions devoted to increasing parental understanding and participation in the math program.

Communication between teachers and parents is stronger with the use of student homework folders and journals that are taken home and returned daily. The PTSA and a strong volunteer program are also tributes to the bond between school and home.

Technology has seen a great improvement with the expansion of our state-of-the-art computer lab. We now have thirty computers in our lab avialable for student use. Access to the Internet has provided students and faculty with invaluable research abilities.

DoDEA Strategic Plan School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

- Maintenance of the SchoolWide Writing Process
- Staff development of a system of rubrics and prompts to assess student writing
- Maintenance of a student writing portfolio

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

- Assessment of student achievement using staff developed pretest and posttest using MathLand Tune Ups II
- Development of supplemental math programs
- Standardized testing preparation

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

- Grade level articulation through monthly meetings
- Office bulletin board with monthly scheduled events
- Monthly school newsletter
- Distribution of school/ home surveys via MPS

Benchmark 10.8: Establish Technology for teachers and administrators

- Development and maintenance of computer lab mastery checklist
- Teacher training in computer lab programs
- Schoolwide training on the Internet

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Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	4.0	3.8	3.9
Co-Supporters	3.6	3.5	3.5
Co-Learners	3.3	3.1	3.1
Co-Teachers	3.9	3.5	3.5
Co-Advisors	3.3	3.3	3.3

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

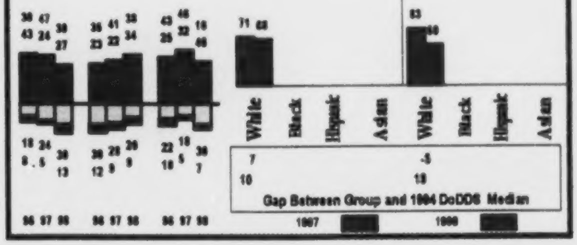
- Parent Room maintained
- Increased communication between school and community
- Monitoring of community volunteers in the school
- Increased membership and participation in PTSA

Grade 3

	Benchmark 3.1			**Benchmark 4.2**	
1998 Median Percentiles for:	Read	Lang	Soc Stdy	Math	Science
School	58	65.5	55.8	67.2	54.3
District	61.0	68.1	54.3	64.1	57.4
DoDDS	57.1	61.4	50.5	57.2	53.4
Nation	50	50	50	50	50
# Students	56	56	56	56	56

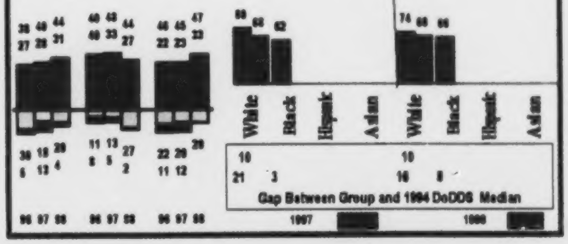
Percent of Students in Each Quarter

76-99
51-75
26-50
1-25



Grade 5

	Benchmark 3.1			**Benchmark 4.2**	
1998 Median Percentiles for:	Read	Lang	Soc Stdy	Math	Science
School	70.3	73	71	66	69
District	67.4	66.1	66.1	58.8	67.3
DoDDS	67.5	63.4	66.1	61	63.2
Nation	50	50	50	50	50
# Students	45	45	45	45	45

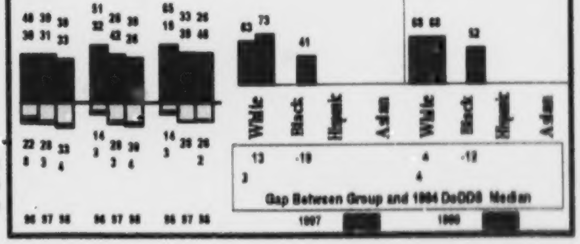


Grade 6

	Benchmark 3.1			**Benchmark 4.2**	
1998 Median Percentiles for:	Read	Lang	Soc Stdy	Math	Science
School	57.5	62.3	67	54.5	63.7
District	65.7	67.3	67.6	65.9	66.3
DoDDS	62.7	65.2	64.7	62	64.9
Nation	50	50	50	50	50
# Students	46	46	46	46	46

Percent of Students in Each Quarter

76-99
51-75
26-50
1-25



SAT Results					
		School	District	DoDDS	Nation
% Participating	97	NA	79%	63%	41%
	98	NA	80%	62%	43%
Math Avg Score	97	NA	535	505	511
	98	NA	524	505	512
Verbal Avg Score	97	NA	513	515	505
	98	NA	500	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Lajes ES
UNIT 7725
APO AE 09720-0005

DSN Phone: 245-3425
Fax Number: 351-95-542951
Commercial Phone:
351-95-540100

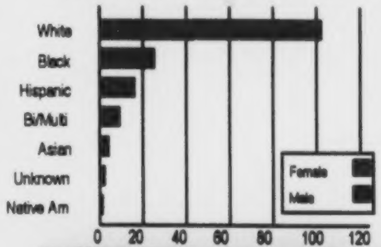
[illegible] Writing Assessment									
				Percent at Each Performance Level					
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	41	Not Met	17%	51%	27%	5%	0%
5	97	61	Met	26%	61%	8%	5%	0%
5	98	45	Met	13%	80%	7%	0%	0%

Terceira,
Azores
(Portugal)

Department of Defense Education Activity
Lajes High School (7-12)
1997/98 School Profile
Gilbert Fernandes, Principal

School Characteristics

Student Enrollment - 159



Special Programs			
Grade Offered	Program		
PK-12	Special Education	14	9%
K-8	TAG	N/A	N/A
K-12	ESL	N/A	N/A
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	▨
AP Courses Offered		3	▨
Students Taking AP Courses		7	23%

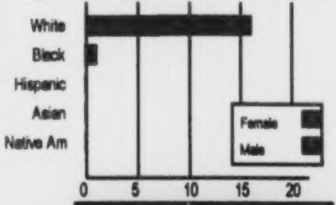
Grade	
7	32
8	43
9	30
10	24
11	20
12	10
Total	159

Sponsor Affiliation	
Marine	<.5%
Army	<.5%
Navy	1%
Air Force	84%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	14%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	0
1-3	0
4-6	2
7-10	3
> 10	13

Mobility Rate
34% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	1
Classroom Teachers	15
Special Education	1
Other Professionals	2

Teacher Education	
Degree	Teacher
BA/BS	28 %
MA/MS	67 %
Doctorate	6 %

Principal's Highlights

- Expansion of Home Page on the Web provides information for in-coming families
- Successful evaluation by North Central Association
- Modification of Block 8 schedule assists junior high students
- Use of E-mail between teachers and parents facilitates communication
- SAT scores are second highest in the Turkey District (TSI)
- Writing Assessment scores are at the top of TSI
- Travel opportunities are available for students in athletics, fine arts, and academic areas
- New attendance policy significantly reduces the number of student tardies
- Continued excellent coverage by local TV, radio, newspaper, and Star and Stripes

DoDEA Strategic Plan School Improvement Implementation
School Year 97/98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Continued use of rubrics to evaluate student writing has increased length, accuracy, and clarity of written responses. Computer generated assignments at every grade level have made students more aware of errors in punctuation, spelling, grammar, and usage. Portfolios were kept to record student paragraph responses to essay questions on every major assessment in each course taught.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

As a component of the Success Endeavor Initiative, students in mathematics who were eligible for reteaching and retesting, i.e., those students not meeting the 80% mastery requirement, despite homework being completed in a timely manner were tracked. Evidence of success continued to be monitored throughout the school year.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

LHS organizational development is regulated by a strict adherence to the Success Endeavor Initiative. Through reteaching and retesting, students are encouraged to master the content area of each discipline. A reteaching period is included daily, and retesting is available after school from 3:00-3:30.

Benchmark 10.8: Establish Technology for teachers and administrators

In addition to E-mail, word processing programs continue to facilitate improved communication. Access to the Internet and the creation of a school Home Page on the Web has further improved communication through technology. All teachers continue to use Integrade, a computer program compatible with SIMS to record and report student grades.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	4.0	3.8	3.9
Co-Supporters	3.3	3.5	3.5
Co-Learners	3.0	3.1	3.1
Co-Teachers	3.7	3.5	3.5
Co-Advisors	3.7	3.3	3.3
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

Goal 8: Parental Participation

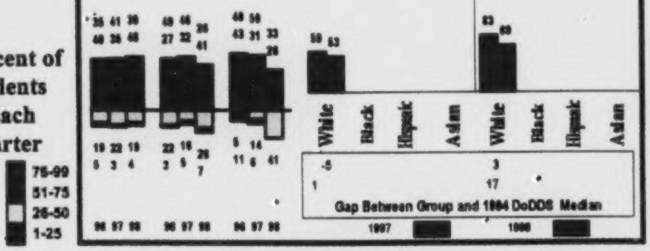
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

Students have utilized a student assignment book to keep an on-going record of course assignments. Parents, students, and teachers monitor the books to check assignments. E-mail addresses of all parents and teachers have been made available to facilitate communication concerning student assignments and progress.

Grade 7

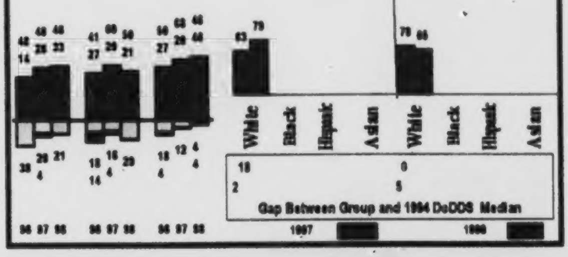
1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	64.8	66	60.3	54	68.7
District	73.2	69.2	70.8	66.0	71.0
DoDDS	68.6	64.6	65.9	59.9	64.9
Nation	50	50	50	50	50
# Students	27	27	27	27	27

Percent of Students in Each Quarter



Grade 9

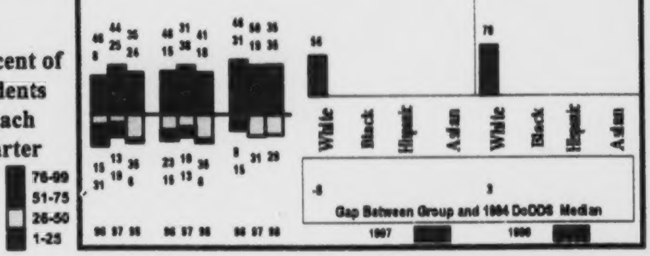
1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	72	74.7	73.5	71.5	63.4
District	76.4	72.8	73.1	72.6	68.8
DoDDS	70.8	68.4	68.8	64.9	62.9
Nation	50	50	50	50	50
# Students	24	24	24	24	24



Grade 11

1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	53	68	71	70	65
District	69.5	69.2	72.7	72.4	73.4
DoDDS	69.9	69	69	65.4	66.5
Nation	50	50	50	50	50
# Students	17	17	17	17	17

Percent of Students in Each Quarter



SAT Results					
		School	District	DoDDS	Nation
% Participating	97	83%	79%	63%	41%
	98	100%	80%	62%	43%
Math Avg Score	97	534	535	505	511
	98	481	524	505	512
Verbal Avg Score	97	532	513	515	505
	98	474	500	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Lajes HS
UNIT 7725
APO AE 09720-7725

DSN Phone: 245-4151
Fax Number: 351-95-542597
Commercial Phone:
351-95-540100

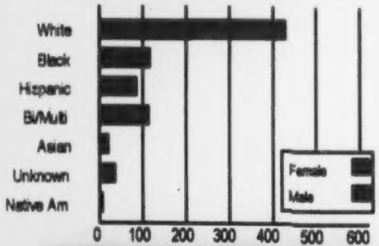
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	96	27	Not Met	4%	56%	37%	0%	4%
8	97	39	Met	51%	38%	10%	0%	0%
8	98	39	Met	33%	56%	10%	0%	0%
10	96	17	Not Met	18%	53%	29%	0%	0%
10	97	15	Met	27%	60%	13%	0%	0%
10	98	22	Met	54%	32%	14%	0%	0%

Cadiz, Spain

Department of Defense Education Activity
Rota Elementary School (PK-6)
1997/98 School Profile
Barbara Rudometkin, Principal

School Characteristics

Student Enrollment - 783



Special Programs			
[illegible]	[illegible]		[illegible]
PK-12	Special Education	82	10%
K-8	TAG	N/A	N/A
K-12	ESL	22	3%
1	Reading Recovery	25	21%
7-12	AVID	N/A	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

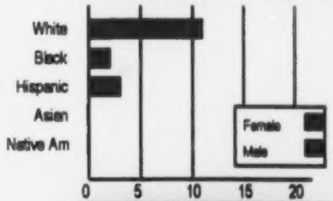
Grade	
PreK	2
K	120
1	117
2	109
3	116
4	95
5	111
6	113
Total	783

Sponsor Affiliation	
Marine	2%
Army	<.5%
Navy	85%
Air Force	6%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	7%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	0
1-3	0
4-6	2
7-10	1
> 10	56

Mobility Rate
41% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	3
Classroom Teachers	36.5
Special Education	7
Other Professionals	12

Teacher Education	
Degree	Teacher
BA/BS	40 %
MA/MS	57 %
Doctorate	3 %

Principal's Highlights

Our school has been actively involved in many areas of school improvement during SY 1997/98. Although our SIP focuses on one specific intervention to increase communication between the school and home, numerous SHP-oriented activities are on-going at Rota ES throughout the year. A sample of these fine activities include; 1.) After School Scholars Program, in which community members tutor students needing help on one afternoon after school each week was well attended by students and tutors, 2.) Adopt-A-Class Program, involving a military unit adopting a class to work with and support was another successful endeavor which benefited students and adults alike, 3.) The Giraffe Program, which involves volunteer parents and military members being trained to present "character development" lessons to students based upon famous people and how they "stuck their necks out" to help someone, correct a wrong, or improve life for others., and 4.) Reading Millionaire$ Program, which encourages parents & students to read together. This program was on last year's SIP and was moved into maintenance and is still an active program in the school. SIP planning for next year is demonstrating increased staff committment.

DoDEA Strategic Plan School Improvement Implementation
School Year 97/98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Writing Across the Curriculum continued with emphasis on the entire writing process in each classroom and the use of multi-grade rubrics for holistic scoring of fall & spring writing` assessments given to grades K-6. Local assessments show an increase in all students' writing ability and DoDDS Writing Assessment results show 90% of students at Proficient & Distinguished.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Our faculty decided to train all staff members in the beliefs & practices of TESA. Everyone had completed the course by Jan. 98. A science process test was also administered to students in grades 4-6 in Oct. 97 in order to gather local statistics regarding an achievement gap at our school. A faculty questionnaire regarding the value of TESA was completed by the staff.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Our staff has increased their use of electronic communications both within our school and throughout our district and headquarters. We continue to document increases in staff use of electronic communications and expect continued growth in this area as expertise increases. Increased Electronic communications with parents and community members increased.

Benchmark 10.8: Establish Technology for teachers and administrators

The staff recorded their expertise and needs in computer technology. From this information they were grouped by ability level. Technology training sessions are offered for specific groups every Tues. afternoon, with sub. coverage where necessary. The lowest level group received training first. This program will continue into the next school year, as our staff becomes more computer literate.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	3.7	3.8	3.9
Co-Supporters	3.5	3.5	3.5
Co-Learners	3.5	3.1	3.1
Co-Teachers	3.7	3.5	3.5
Co-Advisors	3.4	3.3	3.3

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

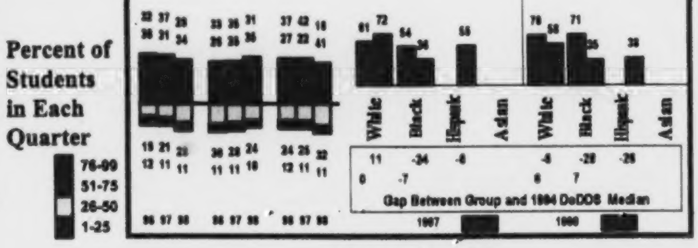
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

The staff selected Positive Parent Contacts as the strategy to increase communication with parents. The contacts were in the form of phone calls, notes home, conferences and brief meetings. A majority of classroom teachers report a positive effect on student achievement related to this strategy, and they view this strategy as effective for our School Home Partnership.

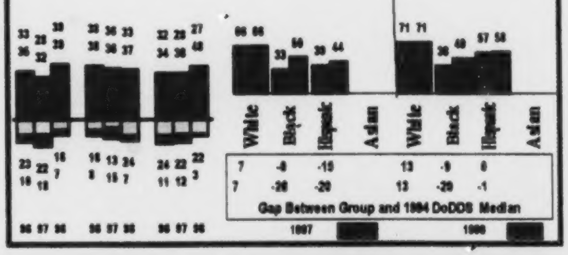
Grade 3

1998 Median Percentiles for:	**Benchmark 3.1**			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
School	60.8	63	55.7	65	54
District	61.0	68.1	54.3	64.1	57.4
DoDDS	57.1	61.4	50.5	57.2	53.4
Nation	50	50	50	50	50
# Students	105	105	105	105	105



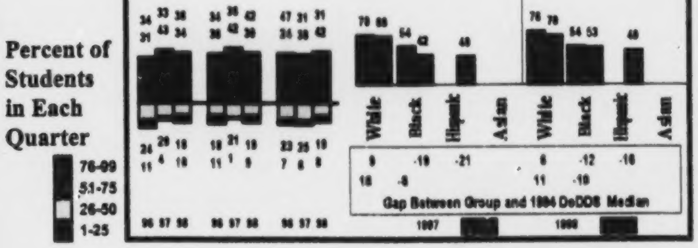
Grade 5

	Benchmark 3.1			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
School	67.6	63.3	63	57	67.5
District	67.4	66.1	66.1	58.8	67.3
DoDDS	67.5	63.4	66.1	61	63.2
Nation	50	50	50	50	50
# Students	93	93	92	93	92



Grade 6

1998 Median Percentiles for:	**Benchmark 3.1**			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
School	66	69.5	67.5	65.6	66.4
District	65.7	67.3	67.6	65.9	66.3
DoDDS	62.7	65.2	64.7	62	64.9
Nation	50	50	50	50	50
# Students	96	96	95	96	95



SAT Results					
		School	District	DoDDS	Nation
% Participating	97	NA	79%	63%	41%
	98	NA	80%	62%	43%
Math Avg Score	97	NA	535	505	511
	98	NA	524	505	512
Verbal Avg Score	97	NA	513	515	505
	98	NA	500	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

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Fax Number: 34-56-823940
Commercial Phone:
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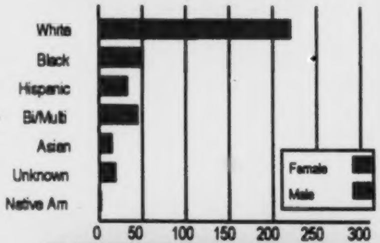
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	102	Met	27%	54%	9%	6%	5%
5	97	118	Met	39%	52%	5%	3%	1%
5	98	90	Met	17%	80%	3%	0%	0%

Cadiz, Spain

Department of Defense Education Activity
Rota High School (7-12)
1997/98 School Profile
Gene Perillo, Principal

School Characteristics

Student Enrollment - 377 -



Grade	
7	71
8	76
9	74
10	67
11	44
12	45
Total	377

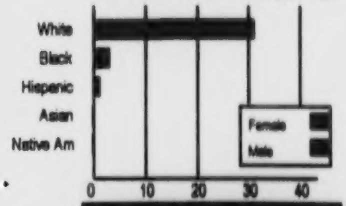
Sponsor Affiliation	
Marine	2%
Army	<.5%
Navy	72%
Air Force	6%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	20%
Non-US Civilians	<.5%

Special Programs			
Grade Offered	Program	[illegible]	[illegible]
PK-12	Special Education	30	8%
K-8	TAG	N/A	N/A
K-12	ESL	4	1%
1	Reading Recovery	N/A	N/A
7-12	AVID	40	▨
AP Courses Offered		5	▨
Students Taking AP Courses		35	39%

Teacher Experience	
Years	Teachers
New	0
1-3	1
4-6	0
7-10	14
> 10	16

Mobility Rate
30% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	25.5
Special Education	2
Other Professionals	3

Teacher Education	
Degree	Teachers
BA/BS	23 %
MA/MS	71 %
Doctorate	6 %

Principal's Highlights

At DGF High School our major areas of emphasis this year have been writing across the curriculum, developing Home-School partnerships, increasing technology use, communications, and improving student organizational skills.

Key among our strengths is the writing program. Holistically scored writing is done in all classrooms and resulting in more and better writing products.

Our Parent Center was established in SY 94/95 and was frequently used this year. Next year we look forward to enhancing and exploring more effective communication, including Parent Newsletters and Parent Conferences.

Our SIP strategy is only one part of our technology program. Our faculty continues to receive technology training, and students and faculty have increased access to the internet. This year our faculty training had the goal of increasing the level of technology ability among the faculty.

Agenda Planners were given to all students at the beginning of the year. We will use them again next year and look for ways to improve their use as an organization and a communication tool. The Cornell Notetaking method was also emphasized in all classes.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

This year we continued to use Writing Across the Curriculum to reach this goal. Teachers took one writing sample per quarter and scored it holistically using a six-point rubric. Teachers reported the scores to the 3.1 subcommittee who used the results to evaluate strategy effectiveness. DoDDS Writing Assessment Scores for Grades 8 and 10 were well above average.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

This year we again used strategies which benefit all students - continued use of the Cornell notetaking method and the Agenda Planner for organization and communication. In addition, we have initiated a parent/community tutoring program to aid students in all curricular areas. Teachers have also increased their notification to parents when grades fall below a C.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

We continue to emphasize the use of the Agenda Planner as a means of communication between teachers, parents, and students. In addition, parent Newsletters, SIP Newsletters, and Parent Conferences continue to be used.

Benchmark 10.8: Establish Technology for teachers and administrators

Teachers received inservice training during the year on cc:Mail, Word for Windows, Integrade, and Internet. This year we continued to have a single Internet hookup in the Library/Media Center. New ISDN lines were installed, but we are awaiting the hardware to expand our Internet connections. Our DGF HS Home Page on the Internet was updated and expanded to include new sites.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	2.9	3.8	3.9
Co-Supporters	3.0	3.5	3.5
Co-Learners	2.8	3.1	3.1
Co-Teachers	3.1	3.5	3.5
Co-Advisors	2.9	3.3	3.3

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

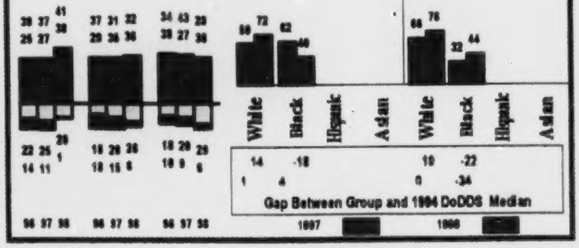
Parent/Community involvement in the Music Department was evident on all levels of the multi-tiered School-Home Partnership model. A Parent/Community volunteer tutoring program was started in the second semester this year. We hope to expand this program with more volunteers next year. We continue communications through the use of the Agenda Planner.

Grade 7

1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	70	65	63.5	60.8	67
District	73.2	69.2	70.8	66.0	71.0
DoDDS	68.6	64.6	65.9	59.9	64.9
Nation	50	50	50	50	50
# Students	69	69	69	69	69

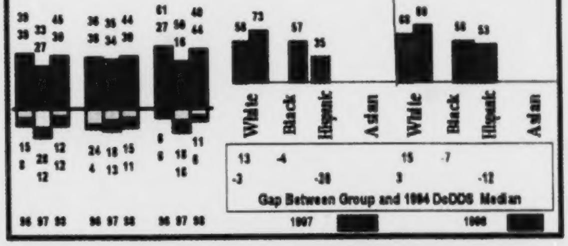
Percent of Students in Each Quarter

76-99
51-75
26-50
1-25



Grade 9

1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	73	69.3	71	70.3	69
District	76.4	72.8	73.1	72.6	68.8
DoDDS	70.8	68.4	68.8	64.9	62.9
Nation	50	50	50	50	50
# Students	73	73	73	73	73

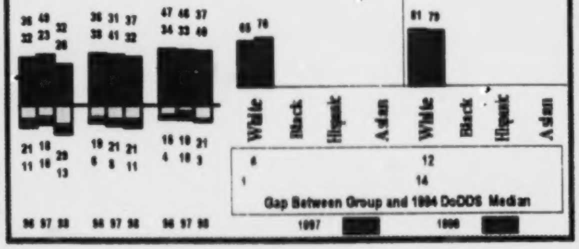


Grade 11

1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	62	67.5	68	55	72.5
District	69.5	69.2	72.7	72.4	73.4
DoDDS	69.9	69	69	65.4	66.5
Nation	50	50	50	50	50
# Students	38	38	38	38	38

Percent of Students in Each Quarter

76-99
51-75
26-50
1-25



SAT Results		School	District	DoDDS	Nation
% Participating	97	43%	79%	63%	41%
	98	67%	80%	62%	43%
Math Avg Score	97	496	535	505	511
	98	506	524	505	512
Verbal Avg Score	97	490	513	515	505
	98	523	500	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

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DSN Phone: 727-4181
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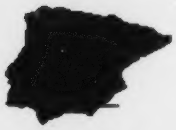
DoDEA Writing Assessment

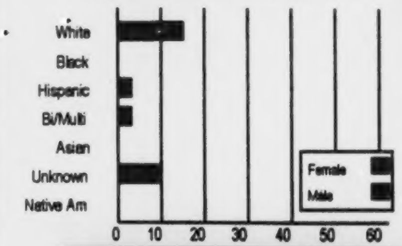
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	96	71	Met	35%	44%	18%	1%	1%
8	97	74	Met	51%	36%	8%	4%	0%
8	98	64	Met	30%	50%	17%	3%	0%
10	96	59	Met	32%	61%	7%	0%	0%
10	97	56	Met	62%	34%	4%	0%	0%
10	98	57	Met	53%	37%	10%	0%	0%


Sevilla, Spain

Department of Defense Education Activity
Sevilla Elementary School (K-8)
1997/98 School Profile
Rosemary Letonoff, Principal

School Characteristics

Student Enrollment - 30



Grade	
K	4
1	2
2	8
3	2
4	4
5	2
6	3
7	2
8	3
Total	30

Sponsor Affiliation	
Marine	<.5%
Army	<.5%
Navy	<.5%
Air Force	100%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	<.5%
Non-US Civilians	<.5%

Special Programs

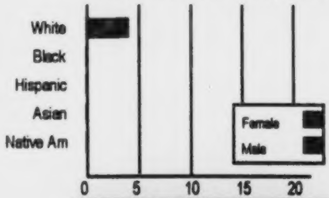
Grade Offered	Program		
PK-12	Special Education	1	3%
K-8	TAG	N/A	N/A
K-12	ESL	N/A	N/A
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	0
4-6	0
7-10	1
> 10	2

Mobility Rate
43% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	1
Classroom Teachers	3
Special Education	0.5
Other Professionals	0.5

Teacher Education

Degree	Teachers
BA/BS	50 %
MA/MS	50 %
Doctorate	0 %

Principal's Highlights

Students have had a more balanced program this year with the creation of a "Specials Wheel", where each of our 3 teachers are assigned one special activity: art, Music, PE. On designated "Specials days", the students rotate between the teachers, which allows each class one 35 minute session of instruction in each special area.

School/Home Partnership has expanded to the point where we had 100% parent participation in at least one activity this year. Our request "Family Nights" have been extremely effective community builders.

TESA training has made our staff more aware of the achievement gaps in our school, with the result that more effective methods of teaching toward narrowing these gaps has been established. Two students have been in Reading recovery since January.

DoDEA Strategic Plan School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Writing Assessment Test (97): Sevilla students scored 100% proficient or above. On the May 1998 TerraNova, grade level Reading Scores ranged from average to above with the following percentiles: Grade 3: 53%, Grade 4: 65%, Grade 5: 65%, Grade 6: 56.5%, Grade 7:43.5%, Grade 8: 89%. Composite total scores for each grade level were above the national average.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

Peer tutoring, co-operative learning strategies, learning buddies, and one-on-one tutoring are used to help our low achieving students meet with success. Seventy-five percent of the faculty were trained in TESA, and used those strategies learned to improve instruction for low achievers.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

A link was established this year for two way communication with Base E:Mail. Base Computer experts provide twice weekly computer instruction for all students. Design has been completed for a large scale LAN upgrade of Sevilla School, which should be completed by next year. Detailed weekly newsletters are sent to parents. Staff has received computer training.

Benchmark 10.8: Establish Technology for teachers and administrators

A link to Base E:Mail has been established. Staff had training in the use of electronic mail. The school is in the process of a major LAN upgrade which should be completed by next year.

Average Ratings of SHP Progress

Tier	School	District	DoDDS
Co-Communicators	4.1	3.8	3.9
Co-Supporters	3.7	3.5	3.5
Co-Learners	3.4	3.1	3.1
Co-Teachers	3.6	3.5	3.5
Co-Advisors	2.9	3.3	3.3

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

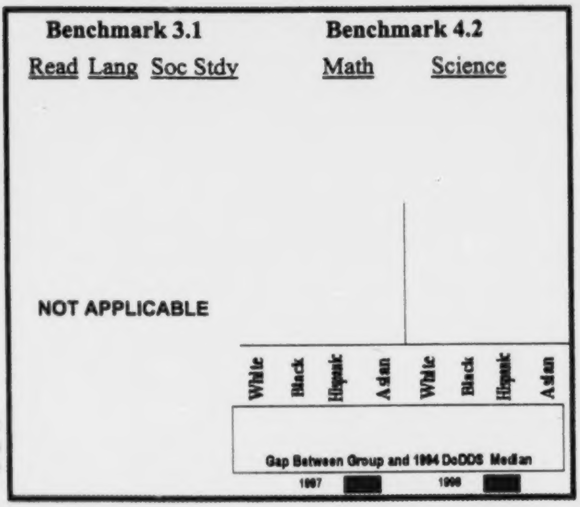
The School/Home Partnership committee was actively involved this year with maintaining our parent center, providing information and materials for parents, and organizing many events for community involvement: Family game nights, Father's Week, International Cooking Week, Field Day, drama/musical productions, computer instruction, and a family rocket-building contest.

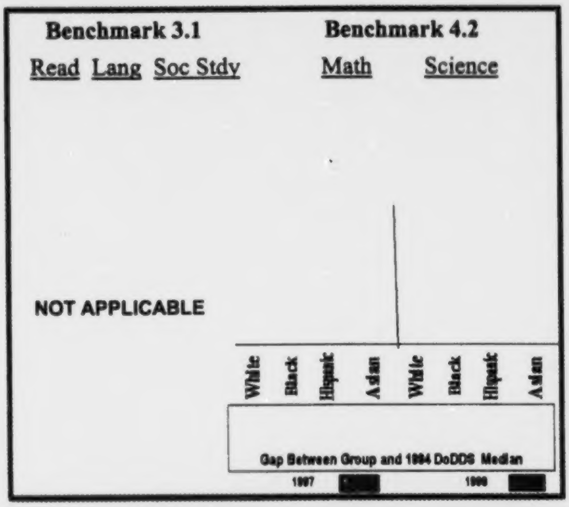
1998 Median Percentiles for: School District DoDDS Nation

# Students

Percent of Students in Each Quarter

- 76-99
- 51-75
- 26-50
- 1-25



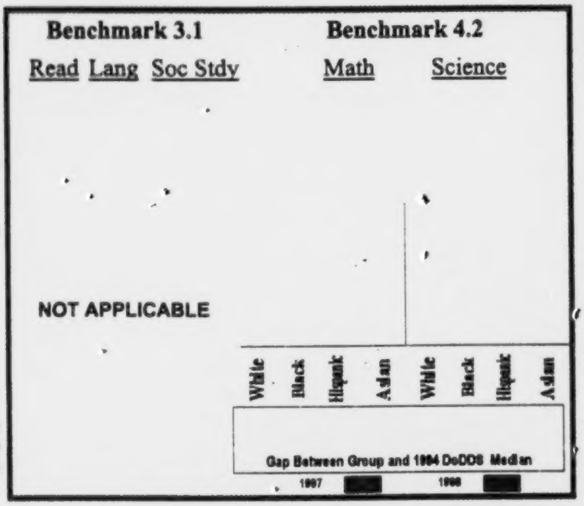


1998 Median Percentiles for: School District DoDDS Nation

# Students

Percent of Students in Each Quarter

- 76-99
- 51-75
- 26-50
- 1-25



SAT Results

		School	District	DoDDS	Nation
% Participating	97	NA	79%	63%	41%
	98	NA	80%	62%	43%
Math Avg Score	97	NA	535	505	511
	98	NA	524	505	512
Verbal Avg Score	97	NA	513	515	505
	98	NA	500	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Sevilla ES
496 ABS/DoDDS
UNIT 6585
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Fax Number: 34-5-584-8008
Commercial Phone:
34-5-584-8463

DoDEA Writing Assessment

				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable

SECTION I

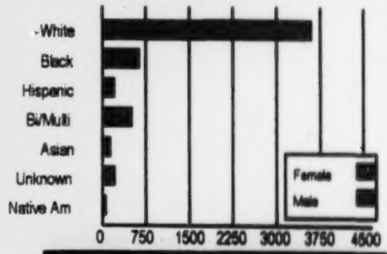
DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

UNITED KINGDOM DISTRICT
1997-1998

Department of Defense Education Activity
United Kingdom District (PK-12)
1997/98 District Profile
Andrew Zacharias, Superintendent

District Characteristics

Student Enrollment - 5,212



Grade	
PreK	46
K	347
1	456
2	516
3	520
4	477
5	501
6	433
7	437
8	382
9	366
10	279
11	244
12	208
Total	5212

Sponsor Affiliation	
Marine	<.5%
Army	3%
Navy	15%
Air Force	73%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	8%
Non-US Civilians	<.5%

Special Programs

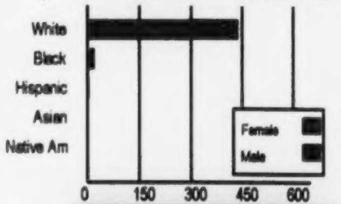
Grade Offered	Program		
PK-12	Special Education	602	12%
K-8	TAG	540	13%
K-12	ESL	18	<.5%
1	Reading Recovery	113	25%
7-12	AVID	145	
AP Courses Offered		22	
Students Taking AP Courses		160	35%

Teacher Experience

Years	Teachers
New	4
1-3	6
4-6	23
7-10	48
> 10	304

Mobility Rate
39% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	24
Classroom Teachers	300.5
Special Education	44
Other Professionals	66.5

Teacher Education

Degree	Teachers
BA/BS	29 %
MA/MS	68 %
Doctorate	3 %

Superintendent's Highlights

In the UK District, school personnel worked to put "action in the action plans," thus increasing the impact of school improvement on student achievement. The district continued to emphasize equity for students. The district used an adapted school improvement plan form to decrease the paperwork, giving schools more time to implement strategies. Each school established Benchmark Captains so that more teachers would have responsibility and ownership for school improvement activities. Training for SILT's and Benchmark Captains included local assessments which are used to measure student success.

In support of the NCA process, the district implemented "Internal Visits," one-day visits to schools in their "pre-" or "post-" NCA year to provide extra support. The district lang. arts liaison directed a highly successful pre-implementation of the K-6 Literacy Place program, and the math liaison provided two additional days of training for K-6 teachers to continue implementation support of the Mathland program. The District Parent Committee decided to focus its efforts mainly on school-home partnership.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

All UK schools continued their focus on improved student writing, and each school administered a pre- and -post writing assessment to measure results. Across the district, students are showing proficiency in using the writing process to respond to an autobiographical prompt. Schools are encouraged to focus on different types of writing, especially writing in content areas.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Using CTBS and local data, each school chose a focus area from the field of mathematics. Local assessments were devised and administered, and schools learned how to disaggregate the data to get "gap scores." To continue this progress, schools are encouraged to focus on areas that can be applied across the curriculum and to focus on students who need extra support.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Several UK schools chose to concentrate on positive public relations activities and looked at ways to give people positive impressions. Other schools took a recommendation of visiting NCA teams and for SY 98-99, will use their work on communication to support their goals in other benchmark areas, such as language arts, math/science, and school-home partnership.

Benchmark 10.8: Establish Technology for teachers and administrators

The UK District continued in its efforts to make teachers and administrators competent and comfortable in their use of technology. To meet the needs of individual educators, most schools offered a variety of training opportunities, with educators choosing those which would be of greatest benefit in their grade level or curricular area.

Average Ratings of SHP Progress		
Tier	**District**	**DoDDS**
Co-Communicators	3.7	3.9
Co-Supporters	3.4	3.5
Co-Learners	3.0	3.1
Co-Teachers	3.3	3.5
Co-Advisors	3.1	3.3

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

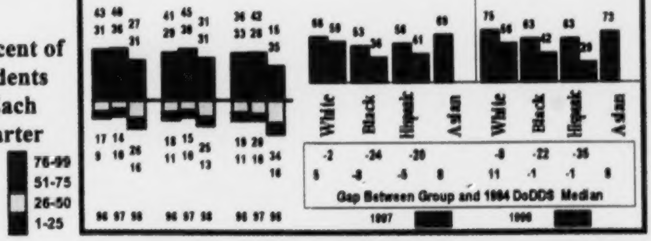
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Many schools worked to expand home-to-school communication while others increased parent involvement in supporting student learning through tutoring and volunteer programs. Each school received grant money to use toward establishing or enhancing a Parent Center. The district provided training for teams of teachers and parents in the School-Home Partnership concept.

Grade 3

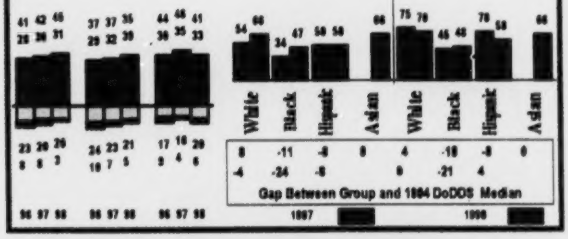
1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
District	58.6	59.9	50.5	56.5	54.5
DoDDS	57.1	61.4	50.5	57.2	53.4
Nation	50	50	50	50	50
# Students	493	493	491	494	492

Percent of Students in Each Quarter



Grade 7

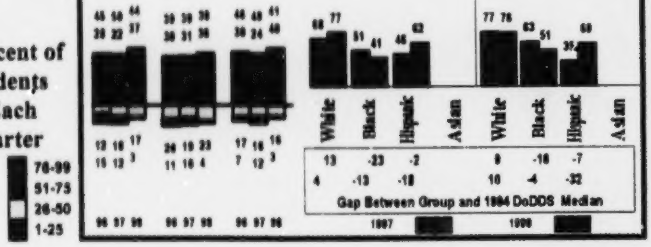
1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
District	73.5	65.6	69.6	61.5	66.8
DoDDS	68.6	64.6	65.9	59.9	64.9
Nation	50	50	50	50	50
# Students	406	406	406	405	405



Grade 11

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
District	71.3	69.8	71.0	71.5	68.8
DoDDS	69.9	69	69	65.4	66.5
Nation	50	50	50	50	50
# Students	226	226	225	228	224

Percent of Students in Each Quarter



SAT Results		District	DoDDS	Nation
% Participating	97	71%	63%	41%
	98	66%	62%	43%
Math Avg Score	97	503	505	511
	98	528	505	512
Verbal Avg Score	97	533	515	505
	98	541	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

DoDDS-UK District
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Commercial Phone:
44-1638-527234

DoDEA Writing Assessment

				Percent at Each Performance Level				
Grade	**Yr**	**Number Tested**	**Benchmark Criteria** **75% => Proficient**	**Distinguished**	**Proficient**	**Apprentice**	**Novice/ Undeveloped**	**Not Scoreable**
5	96	460	Met	32%	51%	14%	2%	0%
5	97	428	Met	31%	56%	8%	4%	2%
5	98	481	Met	15%	77%	6%	0%	1%
8	96	333	Not Met	22%	42%	28%	6%	1%
8	97	349	Met	33%	45%	16%	6%	1%
8	98	359	Met	34%	51%	13%	1%	0%
10	96	272	Not Met	18%	48%	25%	7%	2%
10	97	278	Met	40%	41%	17%	1%	2%
10	98	248	Met	47%	38%	9%	5%	1%

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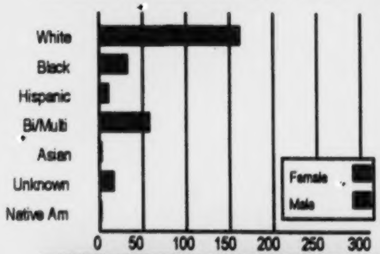
Cambridgeshire, Great Britain

Department of Defense Education Activity
Alconbury Elementary School (PK-6)
1997/98 School Profile
William Ramos, Principal

School Characteristics

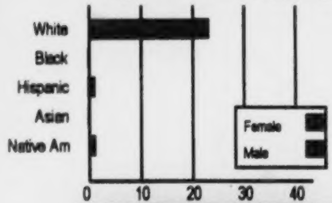
Student Enrollment - 261



Grade	
PreK	8
K	12
1	36
2	42
3	50
4	43
5	35
6	35
Total	261

Sponsor Affiliation	
Marine	3%
Army	20%
Navy	9%
Air Force	60%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	8%
Non-US Civilians	<.5%

Professional Staffing



Special Programs			
Grade Offered	Program		
PK-12	Special Education	33	13%
K-8	TAG	44	17%
K-12	ESL	5	2%
1	Reading Recovery	14	39%
7-12	AVID	N/A	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Years	Teachers
New	0
1-3	1
4-6	2
7-10	6
> 10	15

Mobility Rate
60% Per Year

School Staff	
Category	FTE
Administrators	1
Classroom Teachers	15
Special Education	3
Other Professionals	4.5

Teacher Education	
Degree	Teachers
BA/BS	24 %
MA/MS	76 %
Doctorate	0 %

Principal's Highlights

Perhaps our greatest initiative and most successful accomplishment this year was the establishment of our dynamic new Parent Center - a function of our School-Home Partnership. We selected this as a major focus since parental involvement in their children's education directly and positively correlates to higher student achievement.

Our Parent Center has become a central hub for many schoolwide activities. More parents than ever visited our school and provided a tremendous wealth and variety of volunteer services. To encourage more parental help, special events were organized such as our Grand Opening of the Parent Center, Donuts for Dad, Muffins for Mom, Meet the Teacher Hour, Dr. Seuss' Birthday Party, and other exciting celebrations. Additional parent participation activities included tutoring, Odyssey of the Mind, Accelerated Reader Program, Schoolwide Field Trip, Talent Show, Science Fair, Art Festival, International Fest, Yearbook, Fun Run/Walk, Writing Sample Scoring, Guest Readers, Committee members, Lecturers, Career Presentations, etc.

Our School-Home Partnership initiative resulted in a dramatic increase in the amount and varieties of parental involvement.

DoDEA Strategic Plan School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Pre and post writing assessments were completed using the split and switch method. Results indicated growth in writing proficiency, however, validity of results may have been affected by student turn-over. Teachers continue to teach the writing process and provide opportunities for writing across the curriculum.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Pre and post math assessments were completed using the split and switch method. Due to changes in our focus, little time lapsed between pre and post assessments.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Base groups were established and used along with random and like groups. Poster sized calendars and a communications board were developed for the teacher's lounge to allow teachers to share information.

Norms were established and posted to be used during meetings.

Benchmark 10.8: Establish Technology for teachers and administrators

This year's focus was improving teacher's individual skills. Each teacher chose a focus of ccmail, Internet or word processing. Inservice was provided on Internet, Claris Works, Weather Station, Scanner, and more. Skills were developed with peer partners, inservices and self-study. Twenty of twenty-three teachers reported growth in their teaching skills.

[illegible]			
Tier	School	District	DoDDS
Co-Communicators	3.3	3.7	3.9
Co-Supporters	3.8	3.4	3.5
Co-Learners	2.9	3.0	3.1
Co-Teachers	3.4	3.3	3.5
Co-Advisors	3.1	3.1	3.3

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

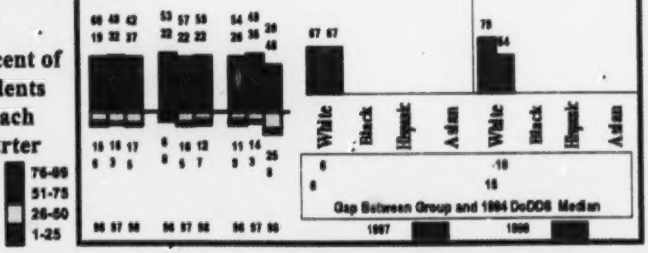
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

We have succeeded in our goal of increasing the number of parents/guardians in the school/classroom. Registered volunteers have increased from 5 to 37 and more than 90 are actually logging in to volunteer. Our Parent Center has been developed and maintained allowing a space for parents to work out of while completing many tasks for teachers and classrooms.

Grade 3

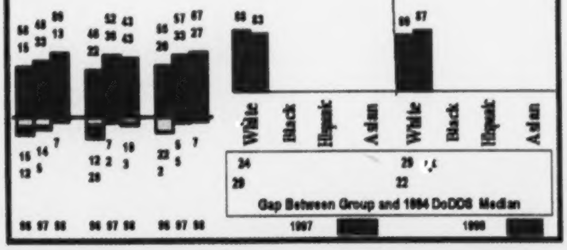
1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	68.3	82	61	66.6	58
District	58.6	59.9	50.5	56.5	54.5
DoDDS	57.1	61.4	50.5	57.2	53.4
Nation	50	50	50	50	50
# Students	41	41	40	41	41

Percent of Students in Each Quarter



Grade 5

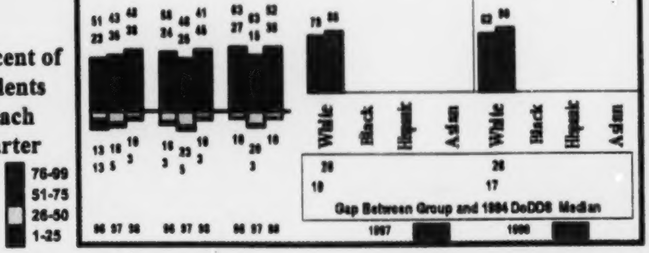
1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	93	73	86.5	77.5	84
District	71.1	65.1	69.9	62.7	64.2
DoDDS	67.5	63.4	66.1	61	63.2
Nation	50	50	50	50	50
# Students	30	30	30	30	30



Grade 6

1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	71	72	82	79	74
District	62.4	63.2	63.2	62.1	64.7
DoDDS	62.7	65.2	64.7	62	64.9
Nation	50	50	50	50	50
# Students	29	29	29	29	29

Percent of Students in Each Quarter



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		[illegible]	[illegible]	[illegible]	[illegible]
% Participating	97	NA	71%	63%	41%
	98	NA	66%	62%	43%
Math Avg Score	97	NA	503	505	511
	98	NA	528	505	512
Verbal Avg Score	97	NA	533	515	505
	98	NA	541	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

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Commercial Phone:
44-1480-843620/3621

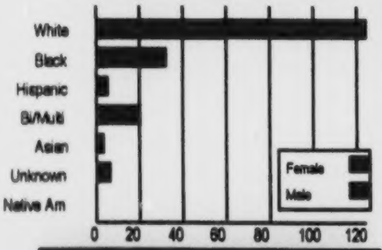
[illegible]								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	43	Met	40%	47%	9%	5%	0%
5	97	44	Met	36%	52%	4%	4%	2%
5	98	34	Met	18%	79%	3%	0%	0%

Cambridgeshire,
Great Britain

Department of Defense Education Activity
Alconbury High School (7-12)
1997/98 School Profile
Charles Toth, Principal

School Characteristics

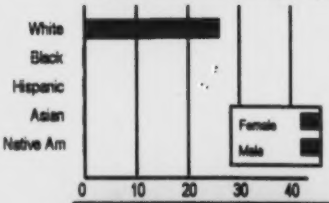
Student Enrollment - 189



Grade	
7	38
8	38
9	30
10	39
11	30
12	14
Total	189

Sponsor Affiliation	
Marine	2%
Army	17%
Navy	7%
Air Force	53%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	21%
Non-US Civilians	<.5%

Professional Staffing



Special Programs			
PK-12	Special Education	12	6%
K-8	TAG	N/A	N/A
K-12	ESL	1	1%
1	Reading Recovery	N/A	N/A
7-12	AVID	21	▨
AP Courses Offered		5	▨
Students Taking AP Courses		22	50%

Teacher Experience Years	
New	0
1-3	0
4-6	2
7-10	2
> 10	18

Mobility Rate
34% Per Year

School Staff Category	FTE
Administrators	2
Classroom Teachers	19
Special Education	1
Other Professionals	2.5

Teacher Education Degree	Teacher
BA/BS	31 %
MA/MS	69 %
Doctorate	0 %

Principal's Highlights

Increasing student learning and student achievement remain the focus of our school improvement process. Students continue to demonstrate significant academic gains in Benchmarks 3.1 and 4.2. To improve student technical writing skills, our faculty has developed a research writing and technology initiative to coordinate technology with cross-curricular research writing assignments.

Our Professional Development Committee continues to plan staff development activities that serve to increase teacher effectiveness by targeting identified skills and needs that address all Benchmarks. These activities focus on the implementation of technology in the instructional process, curriculum development and integration, assessment, and multiple intelligence. Our technology initiative has been greatly enhanced by our participation in the Presidential Software Initiative.

With the installation of our LAN, school-wide Internet access and an answer machine in every classroom, communication between the home and school has increased greatly. Our Parent Center was established to promote parental involvement in the instructional process. Teachers are creating numerous opportunities for parents to become co-learners and co-teachers. Parents are sharing their expertise with our students to enhance student learning.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Writing is central to our curriculum. Teachers encourage students to express themselves in the four modes of discourse. Writing portfolios are kept for each student and students regularly re-visit previous work to submit entries for publication. All students generate essays using the computer. Our bi-annual writing assessment and CTBS scores indicate continued growth.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Our focus in this Benchmark has been on students who have received a grade of 70% or less on any test or quarter grade. Strategies implemented to raise math grades include encouragement, make-up tests, after-school tutoring by peers, teachers, and parents, and regular reporting of progress to parents. A significant reduction in unsatisfactory math scores has resulted.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

A bulletin board was established to promote SAC, SILT, and PTI initiatives. School-wide Internet access and the installation of a telephone/answer machine in every classroom have increased teacher/parent communication. Agenda planners are given to every student to promote student organizational skills as well as to enhance the communication process.

Benchmark 10.8: Establish Technology for teachers and administrators

A 128k connection was installed to allow school-wide Internet access. The Presidential Technology Initiative brought new software and hardware to support a variety of cross-curricular technology integration partnerships. Our Research, Writing, Technology initiative enables teachers to coordinate technology with research, problem-solving, and information processing models.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	4.0	3.7	3.9
Co-Supporters	3.8	3.4	3.5
Co-Learners	3.4	3.0	3.1
Co-Teachers	3.2	3.3	3.5
Co-Advisors	3.3	3.1	3.3

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

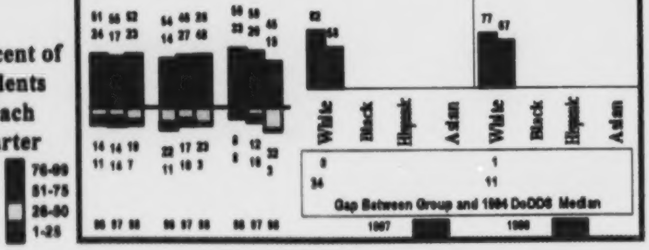
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

A Parent Center was established at our school this year. Parents are welcomed and encouraged to visit the school as active participants in the educational process. A "Speaker's Bureau" has been established to create opportunities for parents and community members to become co-learners and co-teachers by sharing their fields of expertise with our students.

Grade 7

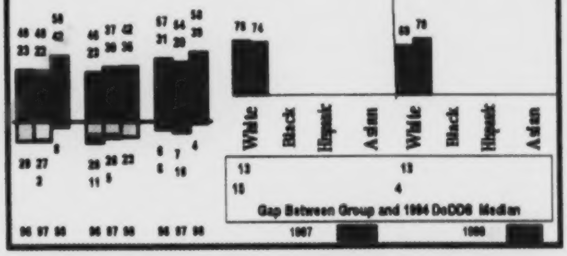
1998 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for: **School**	76	63	69	58	64
District	73.5	65.6	69.6	61.5	66.8
DoDDS	68.6	64.6	65.9	59.9	64.9
Nation	50	50	50	50	50
# Students	31	31	31	31	30

Percent of Students in Each Quarter



Grade 9

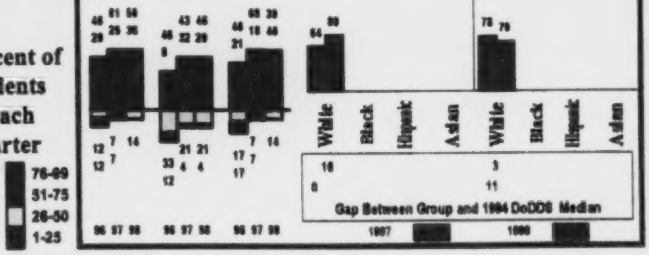
1998 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for: **School**	75.5	71.5	80.7	70	73.5
District	75.0	71.4	72.7	69.2	69.4
DoDDS	70.8	68.4	68.8	64.9	62.9
Nation	50	50	50	50	50
# Students	26	26	26	26	26



Grade 11

1998 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for: **School**	73.3	74.5	73	79	70
District	71.3	69.8	71.0	71.5	68.8
DoDDS	69.9	69	69	65.4	66.5
Nation	50	50	50	50	50
# Students	28	28	28	28	28

Percent of Students in Each Quarter



SAT Results					
% Participating	97	60%	71%	63%	41%
	98	79%	66%	62%	43%
Math Avg Score	97	523	503	505	511
	98	523	528	505	512
Verbal Avg Score	97	556	533	515	505
	98	557	541	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

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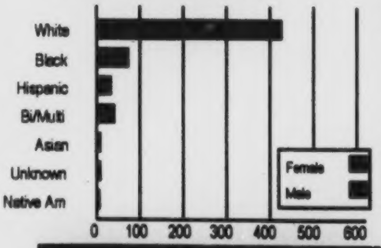
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scorable
8	96	48	Not Met	29%	29%	38%	2%	2%
8	97	29	Met	38%	52%	10%	0%	0%
8	98	40	Met	40%	45%	15%	0%	0%
10	96	28	Not Met	25%	39%	32%	4%	0%
10	97	34	Not Met	32%	32%	29%	0%	6%
10	98	33	Met	54%	30%	6%	9%	0%

Keflavik, Iceland

Department of Defense Education Activity
Alfred T. Mahan Elementary School (PK-6)
1997/98 School Profile
Richard R. Alix, Principal

School Characteristics

Student Enrollment - 574



Special Programs			
[illegible]			
PK-12	Special Education	48	8%
K-8	TAG	61	11%
K-12	ESL	N/A	N/A
1	Reading Recovery	16	19%
7-12	AVID	N/A	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

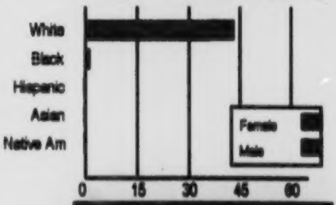
Grade	
PreK	9
K	109
1	83
2	87
3	84
4	67
5	81
6	54
Total	574

Sponsor Affiliation	
Marine	2%
Army	<.5%
Navy	57%
Air Force	37%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	4%
Non-US Civilians	<.5%

Teacher Experience Years	[illegible]
New	1
1-3	1
4-6	4
7-10	4
> 10	26

Mobility Rate
46% Per Year

Professional Staffing



School Staff Category	FTE
Administrators	2
Classroom Teachers	27.5
Special Education	3
Other Professionals	8.5

Teacher Education Degree	Teacher
BA/BS	39 %
MA/MS	61 %
Doctorate	0 %

Principal's Highlights

The School Improvement Leadership Team has worked in partnership with the School Advisory Committee to ensure that the efforts and resources of both groups were focused on the School Improvement Plan (SIP). To this end it was decided mid-year that both committee meetings would be held jointly and that the SIP would be the driving force behind both committees. It worked extremely well.

Committees of teachers and parents were established for each of the benchmark areas - led by "benchmark" captains. These committees represented the staff and school community as they reviewed data and then established focus areas and strategies for their respective benchmark area. These committees directed the efforts of the school in implementing the plan and then evaluating the success.

All teachers were actively involved in the SIP process as they each served on one of the benchmark committees. Parents served as members of the committees and also assisted with benchmark strategies and assessments. This resulted in SIP being a process "owned" by the staff and community.

School Improvement involves parents and teachers working together to realize increased student achievement. A. T. Mahan has a strong commitment to "Linking Students to Future Success."

DoDEA Strategic Plan: School Improvement Implementation
School Year 97/98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies

This year our Language Arts Committee focused on ways we could promote writing across the curriculum. Some of the activities included: a writing fair, guest speakers, programs to increase reading at home, Reading Is Fundamental (RIF), visit of Caldecott author Ed Emberley, and use of technology in the Language Arts program. Pre and post assessments indicated growth.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

All classroom teachers received a two day DSO sponsored Mathland training which directly supported our SIP goal. The Science/Math Fair gave students opportunities to demonstrate their learning. Math tutoring was available to students during the year. Pre and post assessments indicated students' mastery of mathematical competencies and greater understanding of math concepts.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies

Staff made positive personal contact with parents via voice mail, school and classroom newsletters, conferences, phone calls, and personal notes. In addition to this, our school's web page was updated regularly so that the school community could have instant access to school information. The entire school community participated in Spirit Week to promote unity at A.T. Mahan Elem.

Benchmark 10.8: Establish Technology for teachers and administrators

All computers in our lab were provided access to the Internet. Teachers and students spent thousands of hours learning to use the Internet to enhance teaching and learning. Our school's web site (www.school.is) continued to support the SIP process. Our video tele-conferencing equipment was used extensively by students and teachers in the learning process.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	4.3	3.7	3.9
Co-Supporters	3.9	3.4	3.5
Co-Learners	3.1	3.0	3.1
Co-Teachers	3.7	3.3	3.5
Co-Advisors	3.3	3.1	3.3
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

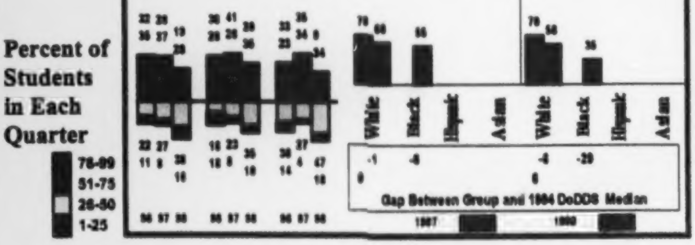
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

The SHP Committee established a Parent Center so that parents and volunteers had their "own" place. It became the volunteer coordination center as well as an information center for parents. The "Adopt-A-Class" program was established and military organizations on base "adopted" classes and provided many hundreds of hours of volunteer service to the children.

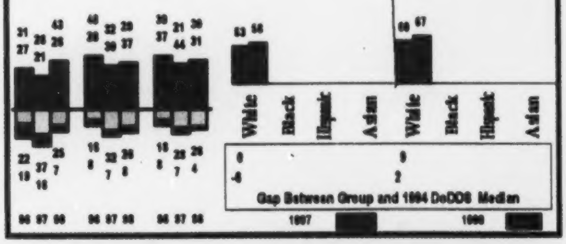
Grade 3

	Benchmark 3.1			**Benchmark 4.2**	
1998 Median Percentiles for:	Read	Lang	Soc Stdy	Math	Science
School	47	52	46	57.5	53.5
District	58.6	59.9	50.5	56.5	54.5
DoDDS	57.1	61.4	50.5	57.2	53.4
Nation	50	50	50	50	50
# Students	80	80	79	80	60



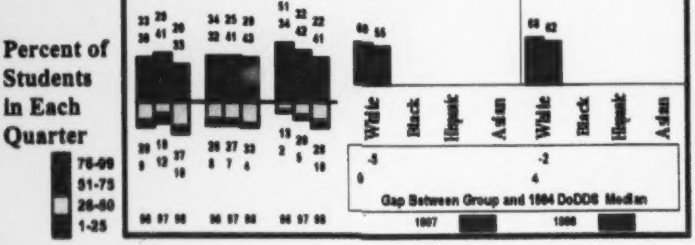
Grade 5

	Benchmark 3.1			**Benchmark 4.2**	
1998 Median Percentiles for:	Read	Lang	Soc Stdy	Math	Science
School	65	62	63	58	64.5
District	71.1	65.1	69.9	62.7	64.2
DoDDS	67.5	63.4	66.1	61	63.2
Nation	50	50	50	50	50
# Students	73	73	72	73	72



Grade 6

	Benchmark 3.1			**Benchmark 4.2**	
1998 Median Percentiles for:	Read	Lang	Soc Stdy	Math	Science
School	52	57.7	56.7	53	59.7
District	62.4	63.2	63.2	62.1	64.7
DoDDS	62.7	65.2	64.7	62	64.9
Nation	50	50	50	50	50
# Students	51	51	51	51	51



SAT Results					
% Participating	97	NA	71%	63%	41%
	98	NA	66%	62%	43%
Math Avg Score	97	NA	503	505	511
	98	NA	528	505	512
Verbal Avg Score	97	NA	533	515	505
	98	NA	541	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

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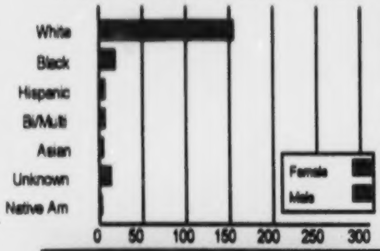
DoDEA Writing Assessment									
				Percent at Each Performance Level					
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	63	Met	24%	56%	18%	3%	0%
5	97	53	Met	17%	72%	4%	8%	0%
5	98	64	Met	3%	92%	3%	2%	0%

Keflavik,
Iceland

Department of Defense Education Activity
Alfred T. Mahan High School (7-12)
1997/98 School Profile
Arnold Watland, Principal

School Characteristics

Student Enrollment - 202



Grade	[illegible]
7	54
8	47
9	37
10	27
11	20
12	17
Total	202

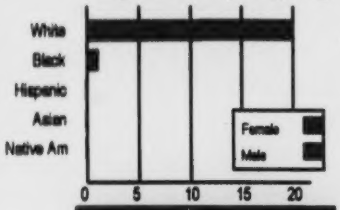
Sponsor Affiliation	
Marine	<.5%
Army	<.5%
Navy	55%
Air Force	33%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	9%
Non-US Civilians	<.5%

Special Programs			
Grade Offered	[illegible]	[illegible]	[illegible]
PK-12	Special Education	7	3%
K-8	TAG	N/A	N/A
K-12	ESL	N/A	N/A
1	Reading Recovery	N/A	N/A
7-12	AVID	11	▨
AP Courses Offered		1	▨
Students Taking AP Courses		6	16%

Teacher Experience	
Years	Teachers
New	3
1-3	0
4-6	4
7-10	1
> 10	15

Mobility Rate
40% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	1.5
Classroom Teachers	20
Special Education	0.5
Other Professionals	1

Teacher Education	
Degree	Teacher
BA/BS	43 %
MA/MS	52 %
Doctorate	5 %

Principal's Highlights

A. T. Mahan High School serves some 200 students in grades 7-12 on the NATO Base at Keflavik, Iceland, approximately 35 miles from Reykjavik.

Although the base population is very transient, with nearly forty percent student turnover each year, the school community is very supportive of the cooperatively-developed School Improvement Plan, and our efforts to provide worthwhile learning opportunities for students. Measured SIP strengths this year were in student writing (3.1) and the positive affects of tutoring by community members (8.1) on student academic growth

This year's SIP, a qualified success, was due largely to the efforts of the professional staff and supportive parents. In the 1998-99 school year, renewed efforts will be expended to assure continuing student writing proficiency (3.1), interpreting graphical data (4.2), involving more parents in school-related activities (8.1), improving school-community communication (10.7), and increasing internet use as a learning tool as well as a medium of communicating with our constituents (10.8).

DoDEA Strategic Plan- School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Improving student writing continued as a focus area again this academic year and all teachers implemented writing across the curriculum. Assessment results from the school's locally-developed instruments showed noticeable improvement in grades 7, 8, 10, and 11, suggesting that writing across the curriculum activities were of great benefit.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

This year's emphasis was to develop students' abilities to show relationships between graphs and their interpretation in all curricular areas, something relevant to each subject. Post-assessment results showed slight growth at all levels except seniors, where only 2 of 16 students were enrolled in a math class. The faculty agreed to maintain the same focus for the coming year.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

School and home communication was again emphasized and evidence of effective communication tended to be confirmed through parent questionnaire results. Plans to further effective communication with the school community include expanded use of our internet capabilities and increasing parent participation in classroom activities and at the school itself.

Benchmark 10.8: Establish Technology for teachers and administrators

Enhancing staff skills in electronic mail services and gradebook reporting were this year's foci. Post-tests showed major improvements in all areas of cc:mail competency for all staff. Problems with the various versions of gradebook software, however, prevented us from reaching one of the goals. We plan to continue work with gradebook and increase internet use.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.6	3.7	3.9
Co-Supporters	3.5	3.4	3.5
Co-Learners	3.2	3.0	3.1
Co-Teachers	3.4	3.3	3.5
Co-Advisors	3.0	3.1	3.3

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

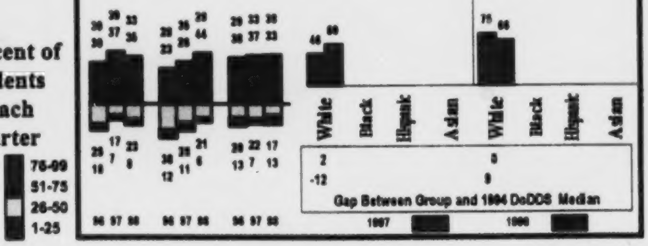
Increasing parental and community involvement in student activities within the SHP model was stressed this year. Although generally pleased with parent survey results, the school was not satisfied with the number of parents involved in school activities. As a result, our focus for SY 1998-99 will be finding ways to involve even more parents and to combine Benchmark 8.1 and 10.7 activities.

Grade 7

1998 Median Percentiles for:

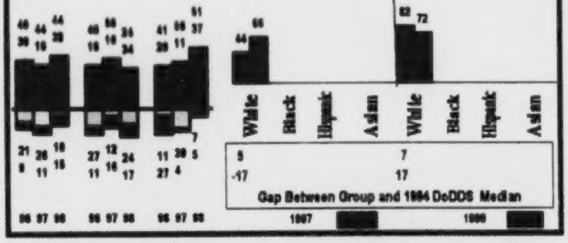
	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	66	67	66.3	61	67
District	73.5	65.6	69.6	61.5	66.8
DoDDS	68.6	64.6	65.9	59.9	64.9
Nation	50	50	50	50	50
# Students	48	48	48	48	48

Percent of Students in Each Quarter



Grade 9

	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	72.5	58.7	76	65.8	72
District	75.0	71.4	72.7	69.2	69.4
DoDDS	70.8	68.4	68.8	64.9	62.9
Nation	50	50	50	50	50
# Students	41	41	41	41	41

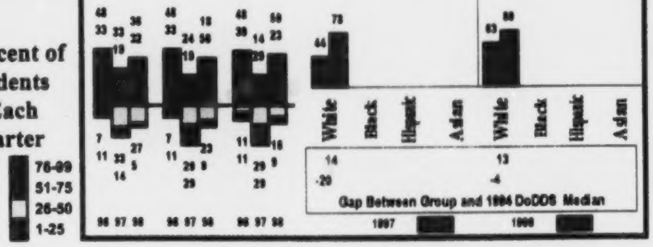


Grade 11

1998 Median Percentiles for:

	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	64.5	67.8	75.5	69	69
District	71.3	69.8	71.0	71.5	68.8
DoDDS	69.9	69	69	65.4	66.5
Nation	50	50	50	50	50
# Students	22	22	22	22	22

Percent of Students in Each Quarter



SAT Results					
		School	District	DoDDS	Nation
% Participating	97	79%	71%	63%	41%
	98	71%	66%	62%	43%
Math Avg Score	97	444	503	505	511
	98	435	528	505	512
Verbal Avg Score	97	511	533	515	505
	98	462	541	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

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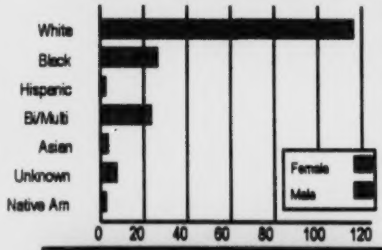
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	96	36	Met	36%	42%	19%	3%	0%
8	97	45	Met	49%	44%	4%	2%	0%
8	98	44	Met	30%	61%	7%	2%	0%
10	96	27	Met	26%	52%	15%	4%	0%
10	97	36	Met	53%	39%	8%	0%	0%
10	98	22	Not Met	23%	46%	14%	18%	0%

Northamptonshire,
Great Britain

Department of Defense Education Activity
Croughton Elementary/Middle School (PK-8)
1997/98 School Profile
Emma Siegel, Principal

School Characteristics

Student Enrollment - 172



Special Programs			
PK-12	Special Education	31	18%
K-8	TAG	102	59%
K-12	ESL	N/A	N/A
1	Reading Recovery	N/A	N/A
7-12	AVID	2	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

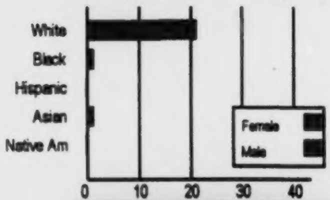
Grade	
PreK	1
K	14
1	18
2	26
3	20
4	21
5	18
6	19
7	16
8	19
Total	172

Sponsor Affiliation	
Marine	<.5%
Army	<.5%
Navy	<.5%
Air Force	82%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	17%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	0
1-3	0
4-6	0
7-10	5
> 10	9

Mobility Rate
30% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	1
Classroom Teachers	12
Special Education	2
Other Professionals	4

Teacher Education	
Degree	Teachers
BA/BS	30 %
MA/MS	61 %
Doctorate	9 %

Principal's Highlights

This is Croughton American School's first year as a PK-8, E/MS configuration. Our latest addition is the Sure Start program for 4-year olds.

Writing across the curriculum has been on-going for several years and it now appears to be institutionalized as evidenced by the mostly proficient and distinguished writing assessment scores. One sees displays of all forms of computerized writing done by students - poetry, essays, pictorial stories - evidence of technology use. Teachers, likewise, are getting more comfortable with such programs as E: Mail, word processing, and of course, internet and video conferencing.

Our parents are tutoring in classrooms, running copiers, printing T-Shirts with children's faces, or simply relaxing in the Parents Center. The need for enhanced communication bolstered the number of issues of the Parent Newsletter and use of E:mail among teachers, parents, and the community.

The math gap in Croughton was negligible so, we focused and succeeded on improving everybody's achievement.

DoDEA Strategic Plan School Improvement Implementation
School Year 97/98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Improving student writing in all curricular areas helped us focus on the need for various forms of writing. Again student scores rose on the school developed writing assessment. Student attitudes toward writing are very positive. We will review our assessment in order to align it with both the Literacy Place materials and also the Terra Nova testing program.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

We planned a fall/spring, pre/post math assessment for the students. We now realize that we need a better way to dissagregate the information in order to enable the teachers to use the data to enhance student achievement. According to the most recent survey, our students enjoy math and the related activities.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

We asked a parent to present a school profile and act as a representative at the Base Newcomers Briefing. This seemed successful so we will designate a representative for both Fairford and Croughton. Democracy was the key for selecting our new mascot. We are now the Croughton Huskies! Our school colors are blue and silver.

Benchmark 10.8: Establish Technology for teachers and administrators

More staff development was given using CD ROM's, ClarisWorks, Word 6.0, troubleshooting and video conferencing. As the teachers' comfort level grew, the required use of computers for student work increased. We are increasing the integration of technology and curriculum.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	3.7	3.7	3.9
Co-Supporters	3.4	3.4	3.5
Co-Learners	2.9	3.0	3.1
Co-Teachers	3.1	3.3	3.5
Co-Advisors	2.9	3.1	3.3
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

Goal 8: Parental Participation

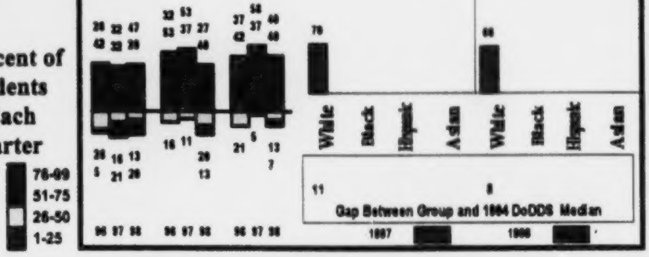
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

The SILT-designed parent survey gathered baseline data about, among others, communication. The data seems to indicate we are improving. We increased the school newsletters, gathered some e-mail addresses of parents, and used the Base magazine more. An active PTO was formed. A Parent Center was also created with many resources.

Grade 5

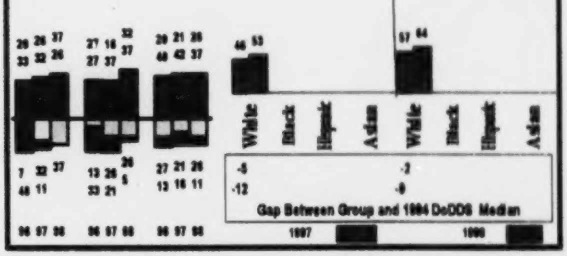
1998 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	68	63	70	57	61
District	71.1	65.1	69.9	62.7	64.2
DoDDS	67.5	63.4	66.1	61	63.2
Nation	50	50	50	50	50
# Students	15	15	15	15	15

Percent of Students in Each Quarter



Grade 7

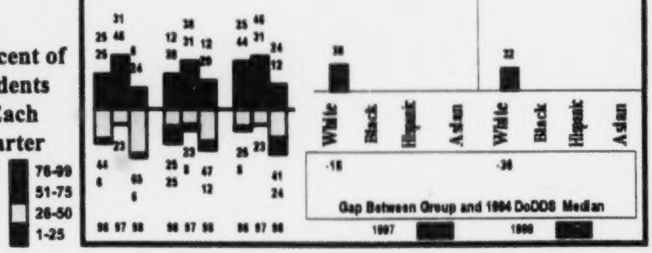
1998 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	61	71	56	53	62
District	73.5	65.6	69.6	61.5	66.8
DoDDS	68.6	64.6	65.9	59.9	64.9
Nation	50	50	50	50	50
# Students	19	19	19	19	19



Grade 8

1998 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	43	48.3	43	40	36
District	68.7	68.3	72.3	63.2	65.6
DoDDS	59.8	64.3	62.7	61.3	60.7
Nation	50	50	50	50	50
# Students	17	17	17	17	17

Percent of Students in Each Quarter



SAT Results		School	District	DoDDS	Nation
% Participating	97	54%	71%	63%	41%
	98	NA	66%	62%	43%
Math Avg Score	97	419	503	505	511
	98	NA	528	505	512
Verbal Avg Score	97	493	533	515	505
	98	NA	541	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Croughton ES/HS
UNIT 5845, BOX 15
APO AE 09494

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Fax Number: 44-1869-810440
Commercial Phone:
44-1869-810741

DoDEA Writing Assessment

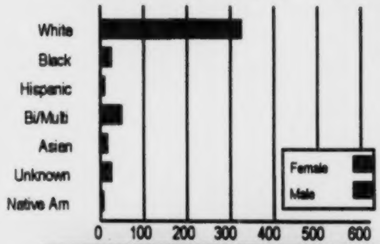
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	20	Met	20%	60%	20%	0%	0%
5	97	19	Met	37%	58%	5%	0%	0%
5	98	15	Met	20%	80%	0%	0%	0%
8	96	14	Not Met	7%	57%	21%	14%	0%
8	97	14	Not Met	21%	36%	36%	7%	0%
8	98	14	Met	21%	57%	14%	7%	0%

Norfolk,
Great Britain

Department of Defense Education Activity
Feltwell Elementary School (K-5)
1997/98 School Profile
Sharon Freed, Principal

School Characteristics

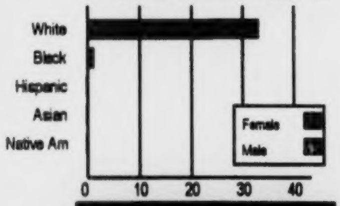
Student Enrollment - 444



Grade	
K	49
1	72
2	85
3	75
4	77
5	85
Total	444

Sponsor Affiliation	
Marine	<.5%
Army	<.5%
Navy	<.5%
Air Force	95%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	5%
Non-US Civilians	<.5%

Professional Staffing



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	53	12%
K-8	TAG	42	9%
K-12	ESL	2	<.5%
1	Reading Recovery	18	25%
7-12	AVID	N/A	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Years	Teachers
New	0
1-3	0
4-6	0
7-10	2
> 10	21

Mobility Rate
46% Per Year

School Staff	
Category	FTE
Administrators	2
Classroom Teachers	20.5
Special Education	2.5
Other Professionals	8.5

Teacher Education	
Degree	Teacher
BA/BS	32 %
MA/MS	65 %
Doctorate	3 %

Principal's Highlights

The focus of Feltwell Elementary School this past year has been to involve parents in new ways to support our educational goals. We established a School-Home Partnership Committee; parent members of this committee also served on the SILT. Through the efforts of these committees, parents were offered workshops in how to help their child revise/edit their own writing and how to use holistic scoring to assess student writing. Parents were trained in scoring and helped our staff score our writing assessments. Workshops introducing Literacy Place, the goals of early childhood education, and Kindergarten Orientation were well attended by parents. We believe that the increase in student achievement in writing was definitely influenced by parental participation.

Our SHP Committee instituted the Hedgehog Hangout, a conference room turned into a cafe where parents may have lunch in a lovely environment with their children. Whole families have come to the Hedgehog Hangout together, including toddlers and middle school siblings.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies.

Students write daily; children write across the curriculum in science, math, and social studies. The writing process is taught in every classroom at least once a week. The Daily Oral Language program is used by all teachers. A marked increase in scores was noted from fall to spring assessments. Parents participated in editing/revision and holistic scoring workshops and helped score the papers.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Providing opportunities for students to learn and practice computation skills, applying skills involved in mental math, and using a variety of support activities based on individual needs were used to increase achievement in math for all students and to narrow the gap between gender groups. The results of the pre- and post-tests show a narrowing of the gender gap in all grade levels.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

In addition to the weekly newsletter with parent response section, information regarding school events was published regularly in the weekly base magazine. A variety of parent seminars were offered in early childhood education, Literacy Place, editing/revising student writing and holistic scoring. Teacher-teacher and teacher-principal-teacher communication via cc:Mail increased significantly.

Benchmark 10.8: Establish Technology for teachers and administrators

Each classroom has one computer on the LAN with access to cc:Mail and Internet. Every class was scheduled into the computer lab at least one time a week (40min). Student skills were increased using the Scope and Sequence K-5 and keyboarding lessons (Gr. 3-5). Teachers were trained in cc:Mail, Internet, desk top publishing, and use of the digital camera.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	4.2	3.7	3.9
Co-Supporters	3.6	3.4	3.5
Co-Learners	3.0	3.0	3.1
Co-Teachers	3.7	3.3	3.5
Co-Advisors	3.6	3.1	3.3
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

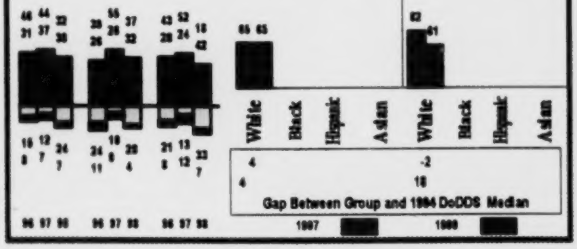
Two way communication and a positive school atmosphere were determined to be present per a school-wide parent survey. Over 300 parents and students participated in the Hedgehog Hangout, a school lunchtime cafe. Teachers encouraged parental participation in the classroom; we averaged 800-1,000 hours of volunteer time each month this school year.

Grade 3

1998 Median Percentiles

	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for: School	63.5	68	54.8	61	60.7
District	58.6	59.9	50.5	56.5	54.5
DoDDS	57.1	61.4	50.5	57.2	53.4
Nation	50	50	50	50	50
# Students	76	76	76	75	76

Percent of Students in Each Quarter

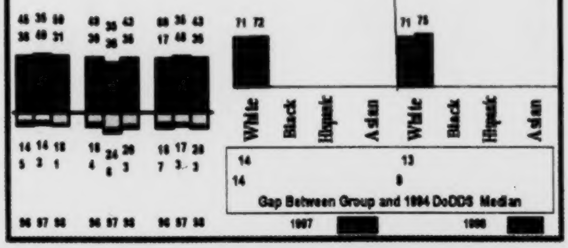


76-99
51-75
26-50
1-25

Grade 4

1998 Median Percentiles

	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for: School	75.5	71.5	72.5	68	72.4
District	67.0	63.2	63.2	62.1	63.5
DoDDS	65.1	62.8	63.6	61	61.2
Nation	50	50	50	50	50
# Students	80	80	80	80	80

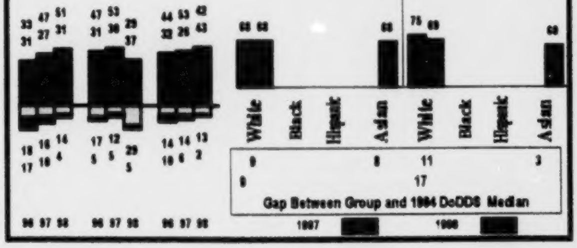


Grade 5

1998 Median Percentiles

	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for: School	75.3	63.5	69.8	65	63.6
District	71.1	65.1	69.9	62.7	64.2
DoDDS	67.5	63.4	66.1	61	63.2
Nation	50	50	50	50	50
# Students	86	86	86	86	86

Percent of Students in Each Quarter



76-99
51-75
26-50
1-25

SAT Results		School	District	DoDDS	Nation
% Participating	97	NA	71%	63%	41%
	98	NA	66%	62%	43%
Math Avg Score	97	NA	503	505	511
	98	NA	528	505	512
Verbal Avg Score	97	NA	533	515	505
	98	NA	541	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

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CCSE/F
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APO AE 09461-5315

DSN Phone: 226-7003/4
Fax Number: 44-1842-828401
Commercial Phone:
44-1842-828504

DoDEA Writing Assessment

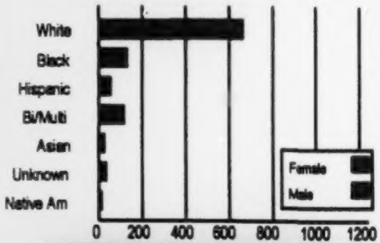
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	83	Met	40%	43%	16%	0%	1%
5	97	82	Met	32%	55%	7%	4%	2%
5	98	82	Met	21%	74%	5%	0%	0%

Suffolk, Great Britain

Department of Defense Education Activity
Lakenheath Elementary School (PK-4)
1997/98 School Profile
Ed Drozdowski, Principal

School Characteristics

Student Enrollment - 982



Grade	
PreK	21
K	136
1	200
2	235
3	239
4	151
Total	982

Sponsor Affiliation	
Marine	<.5%
Army	<.5%
Navy	<.5%
Air Force	99%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	1%
Non-US Civilians	<.5%

Special Programs

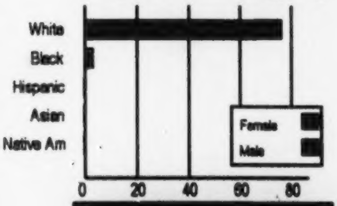
Grades Offered	Program		
PK-12	Special Education	176	18%
K-8	TAG	103	10%
K-12	ESL	7	1%
1	Reading Recovery	65	32%
7-12	AVID	N/A	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	3
4-6	6
7-10	13
> 10	54

Mobility Rate
51% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	3
Classroom Teachers	44
Special Education	13.5
Other Professionals	17

Teacher Education

Degree	Teacher
BA/BS	25 %
MA/MS	75 %
Doctorate	0 %

Principal's Highlights

The staff of Lakenheath Elementary School embarked on a rather ambitious SIP plan for the school. Teachers overwhelmingly threw support behind the plan and were involved throughout the year. The emphasis for this year was on improving writing and math skills. Teachers, all support staff, and parents were trained in holistic scoring in order to have full involvement of all constituents in the SIP process. In the area of math we focused directly on using number operations as our main goal. Training was held for all teachers in Mental Math and strategies learned were implemented throughout school year, which included daily use of Mental Math. Early results of our assessments indicate an extremely high rate of success.

Technology continues to improve at a rapid pace as the school strives to dig itself out of the technological "Black hole" it has been mired in for years. Additional computers have been designated for teacher use, which has brought about an increased use of cc: Mail. Teachers have also utilized their own expertise to ensure that existing technology is utilized to it's fullest potential.

School home partnership has been extremely successful with the implementation of "Rocky's Café" - a program where parents and students can have lunch in a quiet setting.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

The focus of LES was to improve student writing at all grade levels. Strategies included, writing process, writing across the curriculum, and a variety of support activities. Using this focus enabled our staff to "pull together" for School Improvement - the entire staff were trained and holistically scored student-writing samples.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

The school's focus in this area was to increase student achievement using strategies for number operations. Strategies included; Mental Math, Increase frequency of number operation activities, and a variety of support activities. This focus was the overwhelming choice of the staff. The results between pre and post assessments were extremely encouraging.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

The specific focus here was to improve relations with parents and students. Staff will make positive personal contacts with parents and develop a positive climate at LES. For the first time in recent history, parents were allowed to enter the school with their children on the opening day of school. This set the tone for many positive contacts with parents.

Benchmark 10.8: Establish Technology for teachers and administrators

The focus in this area was to increase staff awareness of available technology. Even with limited available technology, the use of cc: Mail increased from @ 10% to 95% in less than a year. Internet training was one of several offerings at a recent inservices - high staff interest was the impetus.

Average Ratings of SIP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	4.0	3.7	3.9
Co-Supporters	3.7	3.4	3.5
Co-Learners	3.1	3.0	3.1
Co-Teachers	3.4	3.3	3.5
Co-Advisors	3.5	3.1	3.3

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

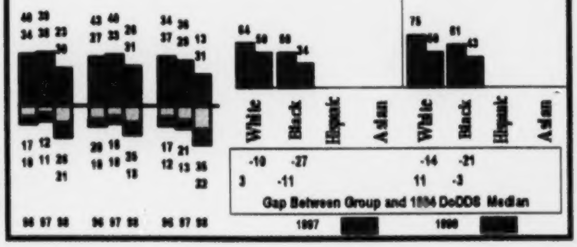
Increasing the number of people who used our Parent Center was the focus for this benchmark. Our strategies included piloting a student-parent library program and increased advertising of the Parent Center. A program entitled "Rocky's Café" was initiated in conjunction with this benchmark. Parent response to this activity far surpassed our original expectations.

Grade 3

1998 Median Percentiles for:

	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	53.6	55.7	46.7	45.4	46.3
District	58.6	59.9	50.5	56.5	54.5
DoDDS	57.1	61.4	50.5	57.2	53.4
Nation	50	50	50	50	50
# Students	228	228	229	230	228

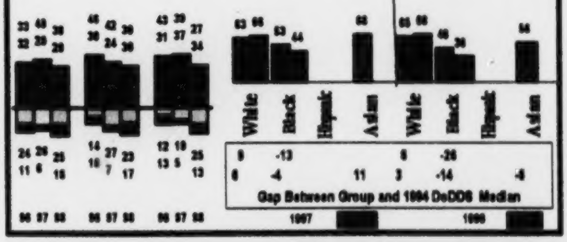
Percent of Students in Each Quarter



76-99
51-75
26-50
1-25

Grade 4

	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	62.5	60	58.1	59.5	62
District	67.0	63.2	63.2	62.1	63.5
DoDDS	65.1	62.8	63.6	61	61.2
Nation	50	50	50	50	50
# Students	142	142	143	141	142

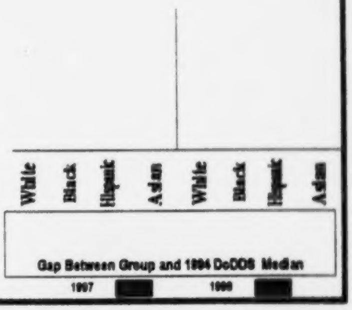


1998 Median Percentiles for:

	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School					
District					
DoDDS					
Nation					
# Students					

Percent of Students in Each Quarter

NOT APPLICABLE



76-99
51-75
26-50
1-25

SAT Results	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
% Participating	97	NA	71%	63%	41%
	98	NA	66%	62%	43%
Math Avg Score	97	NA	503	505	511
	98	NA	528	505	512
Verbal Avg Score	97	NA	533	515	505
	98	NA	541	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

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PSC 5185, BOX 40
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DSN Phone: 226-3721
Fax Number: 44-1638-533943
Commercial Phone:
44-1638-532672

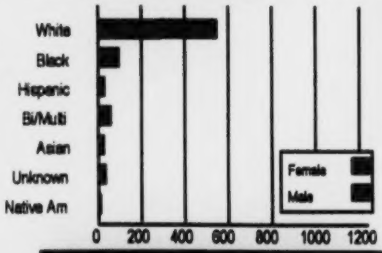
[illegible] Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scorable

Norfolk,
Great Britain

Department of Defense Education Activity
Lakenheath Middle School (6-8)
1997/98 School Profile
Shelley Rucker, Principal

School Characteristics

Student Enrollment - 774



Special Programs

PK-12	Special Education	81	10%
K-8	TAG	89	11%
K-12	ESL	N/A	N/A
1	Reading Recovery	N/A	N/A
7-12	AVID	58	▒
AP Courses Offered		N/A	▒
Students Taking AP Courses		N/A	N/A

Grade	
6	283
7	271
8	220
Total	774

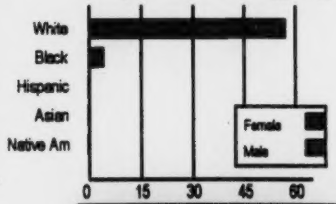
Sponsor Affiliation	
Marine	<.5%
Army	<.5%
Navy	<.5%
Air Force	95%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	4%
Non-US Civilians	<.5%

Teacher Experience

Years	Teachers
New	0
1-3	0
4-6	0
7-10	3
> 10	50

Mobility Rate
27% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	3
Classroom Teachers	44.5
Special Education	7
Other Professionals	4

Teacher Education

Degree	Teacher
BA/BS	21 %
MA/MS	74 %
Doctorate	5 %

Principal's Highlights

Lakenheath American Middle School had more changes this past year than it did in the last ten years. With 15 new teachers and a new principal we began our school year with an inservice to look at the change process and how to foster more positive school climate.

A strong, committed School Improvement Leadership Team helped focus our attention and efforts on improving student achievement. Through the use of "benchmark teams", every member of the staff was directly involved with input and decision-making related to the benchmarks. House or teams developed Action Plans for each of the major benchmarks. There is a clear commitment to student learning across the entire staff and there is evidence of people working successfully together as interdisciplinary teams.

Many parents are actively involved in house activities. LAMS was especially fortunate to be "adopted" by the 48th Medical Group. They coordinated a wonderful Health Fair and assisted in many house projects.

Test results indicate improvement in writing at all three grade levels. We will continue to work to narrow the gap in math.

DoDEA Strategic Plan School Improvement Implementation
School Year 97/98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Learn to write and write to learn were emphasized during SY 97-98. Schoolwide writing assessments were administered in the Fall and Spring and holistically scored by the entire staff. English teachers further analyzed their students papers to identify strengths and weaknesses to assist in instructional decisions. Overall, test results indicated improvement in writing at all grades.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Data showed that a gap exists in achievement in computation and problem solving for both gender and ethnic groups. Assessment for computation and problem solving was administered in the Fall and Spring. Achievement increased across the board, but the gaps still continue; however, they are narrowing.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Since LAMS is housed in 12 pre-WWII barracks there was a need to improve the physical appearance of our facility. It was felt that the physical appearance of our facility communicated a lot about our school and we wanted to improve those first impressions. Various organizations donated money for hanging baskets and planters in addition to houses planting flowers.

Benchmark 10.8: Establish Technology for teachers and administrators

The focus this year was to increase the use of technology to support the curriculum. Teachers saw an increase in student enthusiasm, time on task, and more participation of inclusion students. Teachers used more technology in the classrooms and learned how to use Integrade to track student performance. Students in the media classes created Web pages for the school.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	3.1	3.7	3.9
Co-Supporters	2.7	3.4	3.5
Co-Learners	2.6	3.0	3.1
Co-Teachers	2.9	3.3	3.5
Co-Advisors	2.1	3.1	3.3
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

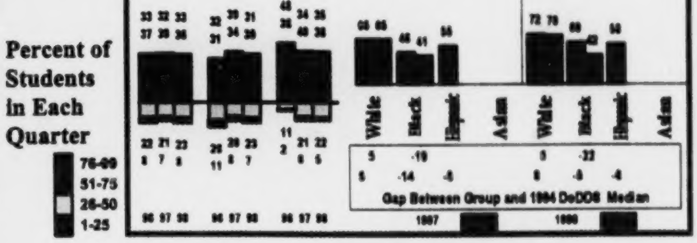
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Attempts were made by the staff to incorporate parents and the community in school activities throughout the year. Areas of greatest participation were the holiday activities, meal functions, newsletters, open house, parent conferences, and study trip chaperones. There was less participation as speakers and training.

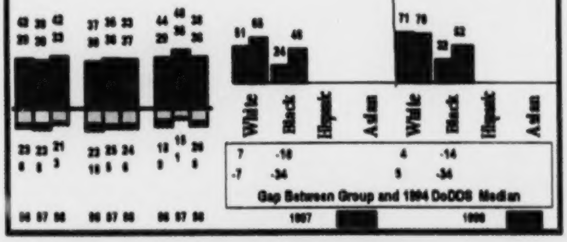
Grade 6

1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	64.6	63.4	63.3	61.9	64.1
District	62.4	63.2	63.2	62.1	64.7
DoDDS	62.7	65.2	64.7	62	64.9
Nation	50	50	50	50	50
# Students	254	254	254	254	254



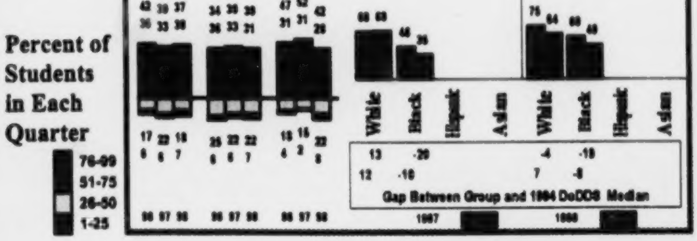
Grade 7

	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	72.5	63.3	68.7	59.4	65.7
District	73.5	65.6	69.6	61.5	66.8
DoDDS	68.6	64.6	65.9	59.9	64.9
Nation	50	50	50	50	50
# Students	253	253	253	252	253



Grade 8

1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	68.5	66.9	70	64.8	63.6
District	68.7	68.3	72.3	63.2	65.6
DoDDS	59.8	64.3	62.7	61.3	60.7
Nation	50	50	50	50	50
# Students	211	211	211	210	211



SAT Results		[illegible]	[illegible]	[illegible]	[illegible]
% Participating	97	NA	71%	63%	41%
	98	NA	66%	62%	43%
Math Avg Score	97	NA	503	505	511
	98	NA	528	505	512
Verbal Avg Score	97	NA	533	515	505
	98	NA	541	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Lakenheath MS
DODDS/CCSM
UNIT 5185 BOX 55
APO AE 09464-8555

DSN Phone: 226-7006/7
Fax Number: 44-1842-827329
Commercial Phone:
44-1842-828245

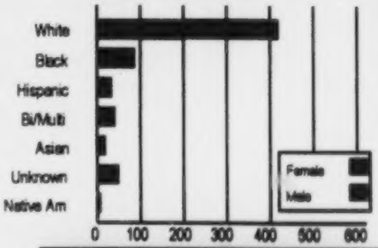
DEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	96	177	Not Met	14%	44%	32%	10%	1%
8	97	203	Not Met	25%	48%	18%	8%	1%
8	98	206	Met	31%	52%	15%	1%	0%

Norfolk,
Great Britain

Department of Defense Education Activity
Lakenheath High School (9-12)
1997/98 School Profile
H. Blan Palmer, Principal

School Characteristics

Student Enrollment - 642



Grade	
9	210
10	160
11	142
12	130
Total	642

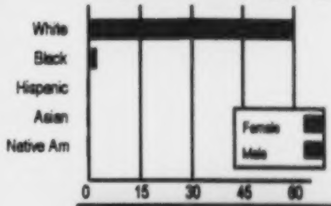
Sponsor Military	
Marine	<.5%
Army	<.5%
Navy	<.5%
Air Force	86%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	13%
Non-US Civilians	<.5%

Special Programs			
PK-12	Special Education	60	9%
K-8	TAG	N/A	N/A
K-12	ESL	2	<.5%
1	Reading Recovery	N/A	N/A
7-12	AVID	53	▨
AP Courses Offered		7	▨
Students Taking AP Courses		93	34%

Teacher Experience	
Years	Teachers
New	0
1-3	0
4-6	0
7-10	5
> 10	42

Mobility Rate
21% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	3
Classroom Teachers	42
Special Education	5
Other Professionals	4.5

Teacher Education	
Degree	Teachers
BA/BS	27 %
MA/MS	72 %
Doctorate	2 %

Principal's Highlights

This year was another year of successes for students at LHS. Many students were recognized for their individual achievements in classes and in our extra curricular program. We completed a complete renovation of our main building consisting of 24 classrooms, the media center, counselor's offices, administrative offices, reception office, nurse's room, and other areas within the main building. This summer fiber optic cable will be laid which will connect all outlying buildings and all classrooms with our media center through an extensive LAN project. All areas should be connected and operational when school begins in the fall of 1998. In addition we are preparing our School Improvement Plan (SIP) for a NCA visit in the early part of the second semester for SY 98/99. We are developing strategies now in our SIP for next year which will help students to achieve better and retain longer. We had a Spring musical this year which gave seven performances and a matinee, proving to be extremely popular. This was a joint effort using members of the military and British communities along with students from our drama and music department, a true example of school and community partnership in action. A parents' night is planned for eighth grade parents to help provide the best possible transition from the middle to the high school.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97/98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

We continue to improve the ability of our students to write through our school focus in writing across the curriculum. We do both an internal pre and post double blind writing assessment in the fall and spring in addition to the DoDEA writing assessment. The results of both indicate that our students are able to express themselves with a high degree of writing proficiency.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

This year we have used a problem solving model in all of our math classes and across the schoolwide curriculum in an effort to improve student grades and test scores in math. We gave a pretest in the fall and will give students a posttest in the first week of May. We will then compare the results of the two tests to determine the success of our efforts using the problem solving model.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

We had several school wide meetings involving all school educators to discuss the progress of students by department and by grade level. Successes were shared among the educators and suggestions were provided by teachers for ways to reach students who may be having more than average problems being successful in school. An evaluation of these meetings proved to be very helpful.

Benchmark 10.8: Establish Technology for teachers and administrators

During the first semester of this year we conducted an individual computer needs assessment for each teacher. For the second semester, one of our talented and skilled computer teachers was released one period a day to contact each teacher and work with him/her in their classrooms on exactly what that teacher required to become more proficient in computer technology.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	3.8	3.7	3.9
Co-Supporters	2.7	3.4	3.5
Co-Learners	2.5	3.0	3.1
Co-Teachers	3.1	3.3	3.5
Co-Advisors	2.7	3.1	3.3

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

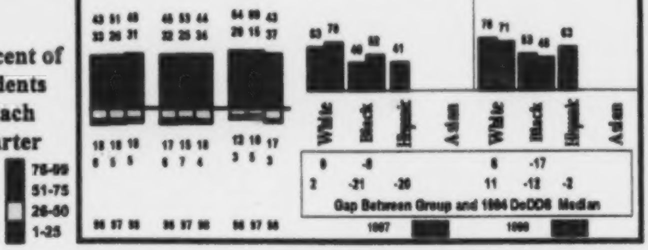
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

We had a very active school-home partnership this year with the team meeting monthly in an effort to improve school-home communication. During this time much progress was made toward developing a school web page that will enable teachers to input class requirements for homework, projects, essays, and test dates. Parents will be able to access this information from work or home.

Grade 9

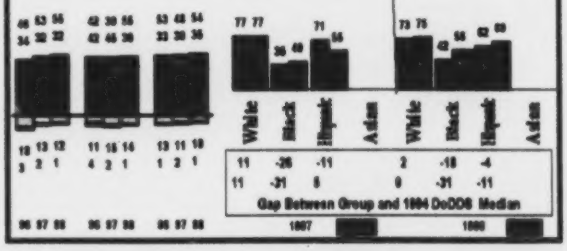
1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	73.8	71.9	69.7	68.6	66.5
District	75.0	71.4	72.7	69.2	69.4
DoDDS	70.8	68.4	68.8	64.9	62.9
Nation	50	50	50	50	50
# Students	190	190	190	191	190

Percent of Students in Each Quarter



Grade 10

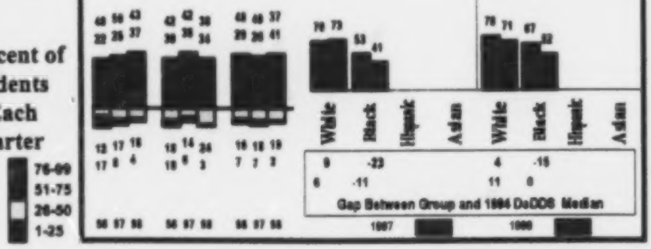
1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	79.3	81.3	77.5	70.4	72
District	77.2	79.4	76.4	72.0	71.4
DoDDS	70.1	70.5	70.7	68.7	67
Nation	50	50	50	50	50
# Students	145	145	144	145	144



Grade 11

1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	71.7	69	67.7	70.6	65.7
District	71.3	69.8	71.0	71.5	68.8
DoDDS	69.9	69	69	65.4	66.5
Nation	50	50	50	50	50
# Students	131	131	130	132	130

Percent of Students in Each Quarter



SAT Results					
		[illegible]	[illegible]	[illegible]	[illegible]
% Participating	97	74%	71%	63%	41%
	98	58%	66%	62%	43%
Math Avg Score	97	512	503	505	511
	98	535	528	505	512
Verbal Avg Score	97	536	533	515	505
	98	539	541	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Lakenheath HS
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DSN Phone: 226-3115
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Commercial Phone:
44-1638-523115

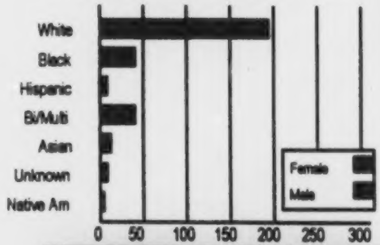
[illegible]								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
10	96	161	Not Met	17%	47%	27%	8%	1%
10	97	158	Met	41%	42%	14%	1%	2%
10	98	145	Met	51%	37%	8%	3%	1%

Norfolk,
Great Britain

Department of Defense Education Activity
Liberty Intermediate School (4-5)
1997/98 School Profile
Patricia Munday, Principal

School Characteristics

Student Enrollment - 306



Grade	
4	75
5	231
Total	306

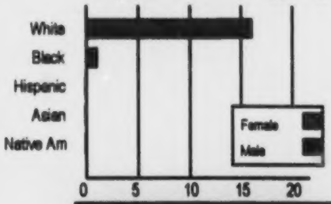
Sponsor Affiliation	
Marine	<.5%
Army	<.5%
Navy	<.5%
Air Force	97%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	2%
Non-US Civilians	<.5%

Special Programs			
Grade Offered	Program		
PK-12	Special Education	38	12%
K-8	TAG	64	21%
K-12	ESL	N/A	N/A
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Years	Teachers
New	0
1-3	0
4-6	0
7-10	1
> 10	13

Mobility Rate
39% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	1
Classroom Teachers	13
Special Education	1
Other Professionals	3

Teacher Education	
Degree	Teacher
BA/BS	29 %
MA/MS	71 %
Doctorate	0 %

Principal's Highlights

Liberty Intermediate School became an independent school in August, 1997. The school is proud to be able to celebrate the success of a fully operational School Improvement Plan. Parents, students, and staff had input into data collection this year. An exceptional Parent Teacher Student Association has been instituted at LIS with parents actively involved in activities ranging from classroom involvement to providing instruction and information in our February "Learnabration" and the Spring Fling Carnival. Input from all stakeholders was solicited for the Parent Handbook, in particular the section relating to discipline. Five out of twelve classes participated in student-led parent conferences. An active Student Council is in place. The Student Council has organized the establishment of:

a school mascot: Siberian Tiger
school colors: Black and White
a school motto: "Liberty Roars with Success"

As we are a small school, the SILT and the SAC meetings are going to be conducted on the same day affording parents the opportunity to attend both easily.

DoDEA Strategic Plan School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

The focus for this Benchmark was to improve students' writing. To establish current levels of performance, a pre-test was administered in September and scored using a school-wide rubric. A variety of strategies were implemented throughout the year and the effects measured via a post-test administered in April. A favorable result was noted when compared.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

The focus was to increase student achievement in mental math computation skills. At the beginning of the year a pre-test was administered to all students, and levels of proficiency were established. Grade-appropriate strategies to increase facility in this area were taught, and in May a post-test was given to measure achievement. A significantly positive result was demonstrated.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

LIS achieved two major accomplishments with the establishment of handbooks for parents and teachers, both of which clearly laid out school policies. All parents, students, and faculty members had the opportunity to comment on and contribute to the Parent Handbook, and faculty provided input to the Teacher Handbook. A parent newsletter is distributed each month.

Benchmark 10.8: Establish Technology for teachers and administrators

"To improve teachers' technology skills" was the focus. To ascertain the skill levels in the faculty, a self-assessment survey was distributed. Inservices were provided in response to identified needs. Data was collected to indicate pre-inservice and post-inservice levels of achievement. There was a considerable increase in teachers' abilities to utilize electronic technology.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	3.2	3.7	3.9
Co-Supporters	2.8	3.4	3.5
Co-Learners	2.4	3.0	3.1
Co-Teachers	3.0	3.3	3.5
Co-Advisors	3.0	3.1	3.3

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

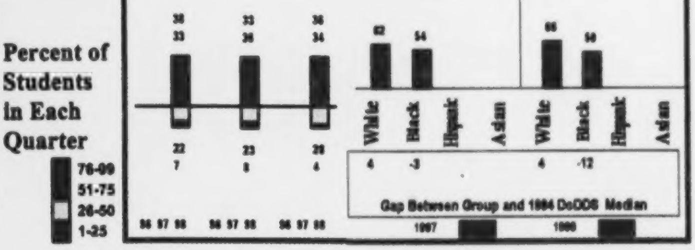
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

As this was the first year of Liberty Intermediate School functioning as an independent school, two major goals were the establishment of a PTSA and SAC. Both were successfully established. Parental support of both has been most positive as has parental participation throughout the school year with highlights such as a parent-initiated "Learnabration" and the Spring Carnival.

Grade 4

1998 Median Percentiles for:

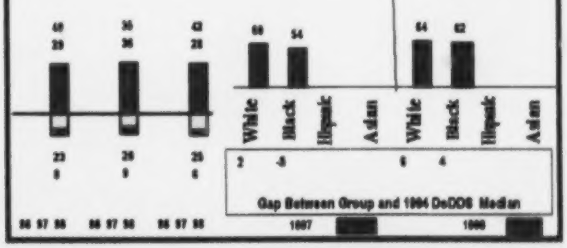
	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	64	63	65.8	58	59
District	67.0	63.2	63.2	62.1	63.5
DoDDS	65.1	62.8	63.6	61	61.2
Nation	50	50	50	50	50
# Students	73	73	73	73	72



Grade 5

1998 Median Percentiles for:

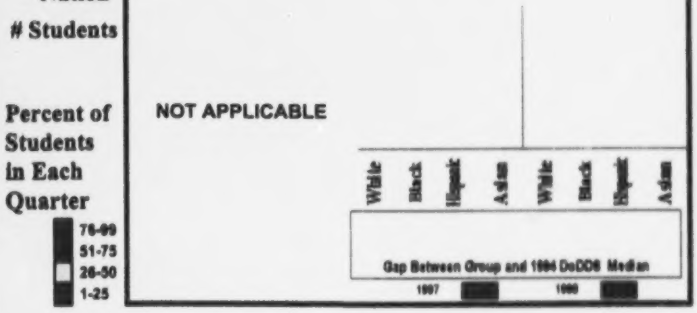
	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	67.6	65.4	68.5	58.3	60.8
District	71.1	65.1	69.9	62.7	64.2
DoDDS	67.5	63.4	66.1	61	63.2
Nation	50	50	50	50	50
# Students	225	225	220	227	224



1998 Median Percentiles for: **School** **District** **DoDDS** **Nation** **# Students**

Benchmark 3.1 Read Lang Soc Stdy **Benchmark 4.2** Math Science

NOT APPLICABLE



SAT Results					
% Participating	97	NA	71%	63%	41%
	98	NA	66%	62%	43%
Math Avg Score	97	NA	503	505	511
	98	NA	528	505	512
Verbal Avg Score	97	NA	533	515	505
	98	NA	541	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Liberty Intermediate School
UNIT 5185, BOX 50
APO AE 09464-8550

DSN Phone:
Fax Number:
Commercial Phone:

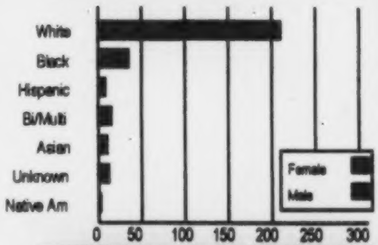
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	193	Met	28%	55%	14%	3%	0%
5	97	196	Met	30%	56%	10%	3%	2%
5	98	233	Met	14%	75%	9%	0%	2%

Bucks HP,
Great Britain

Department of Defense Education Activity
London Central High School (7-12)
1997/98 School Profile
Samuel D. Menniti, Principal

School Characteristics

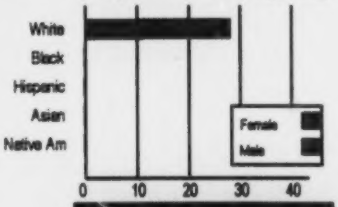
Student Enrollment - 292



Grade	
7	37
8	32
9	71
10	53
11	52
12	47
Total	292

Sponsor Affiliation	
Marine	2%
Army	4%
Navy	54%
Air Force	22%
Coast Guard	<.5%
Non-US Military	1%
US Civilians	14%
Non-US Civilians	2%

Professional Staffing



Special Programs			
PK-12	Special Education	23	8%
K-8	TAG	N/A	N/A
K-12	ESL	N/A	N/A
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		9	
Students Taking AP Courses		39	39%

Teacher Experience Years	Teachers
New	0
1-3	0
4-6	3
7-10	5
> 10	15

Mobility Rate
25% Per Year

School Staff Category	FTE
Administrators	2
Classroom Teachers	22
Special Education	1
Other Professionals	3

Teacher Education Degree	Teacher
BA/BS	30 %
MA/MS	59 %
Doctorate	11 %

Principal's Highlights

During the 1997-98 school year, the School Improvement process continued to evolve as an instrument of change; an ever-increasing body of stakeholders participated in the process through the School Improvement Leadership Team (SILT) and other groups such as PTSO, School Advisory Committee, and numerous parent volunteers. The increasing number of parents actively participating in the process has been most gratifying.

The School Improvement Plan was utilized as the prime indicator of success in meeting the goals and benchmarks during the North Central Association (NCA) visit in February 1998. A total of ten strengths were identified by the NCA. The accreditation team encouraged the school and SILT through their recommendations to continue with the initiatives and the school improvement process thus ensuring ongoing success in addressing the five identified benchmarks and focus areas.

At least 87.5% of the parents are now able to communicate by email thus affording teachers and parents greater facility in the communication process.

The parent-teacher-student triad is functioning successfully as is evidenced on a daily basis and through major events. Parents are encouraged to visit the school whenever possible.

DoDEA Strategic Plan School Improvement Implementation
School Year 97/98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Teachers encouraged students to write in all their classes this year. Appropriate styles and methods were used according to the class involved. Pre-and-Post Writing Assessments were carried out at the school with the writing samples scored holistically by the entire staff and a group of parent volunteers in SY 1997-1998.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Showing the relationship between tables, charts, graphs, equations and their interpretations was chosen as the focus area since it is a skill common to all math courses and can easily be worked on through all curriculum areas. Pre-and-Post Math Assessments were carried out at the school, with the assessments scored by staff members and parent volunteers.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Increase, improve, and equalize the communication with parents, students, and staff: continuously update the web site and parent roster on e-mail, upgrade the phone system, send notes of affirmation to constituents and submit articles for local publications.

Benchmark 10.8: Establish Technology for teachers and administrators

London Central High School made great strides when all teachers got CC-mail at their desk. This year we are using CC-Mail to increase communication between teachers and parents. All computers in the school will be updated to read Word 97 documents. Staff training in computer technology is available one day a week.

Average Ratings of SIP Progress

Tier	School	District	DoDDS
Co-Communicators	3.6	3.7	3.9
Co-Supporters	3.0	3.4	3.5
Co-Learners	3.3	3.0	3.1
Co-Teachers	3.1	3.3	3.5
Co-Advisors	3.7	3.1	3.3

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

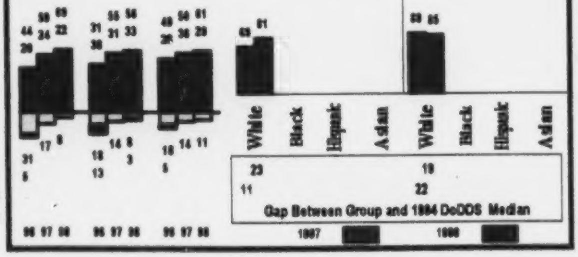
We opened the year with a two day Open House. Approximately 150 parents attended the classes with their children and participated in parent-teacher conferences. A Town Meeting in February will be the introduction of a series of Community Forums to be held in five different communities. Teachers, administrators and parents will meet during these sessions to discuss a wide variety of common concerns. An active Parent Volunteer Program brings parents into the school on a regular basis.

Grade 7

1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	89.5	84.8	83.3	80	83.8
District	73.5	65.6	69.6	61.5	66.8
DoDDS	68.6	64.6	65.9	59.9	64.9
Nation	50	50	50	50	50
# Students	36	36	36	36	36

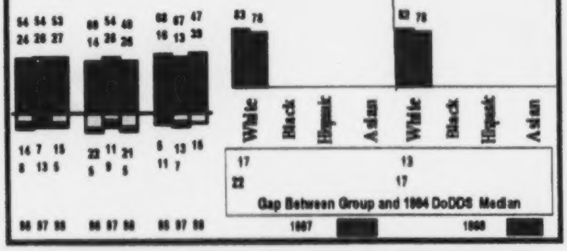
Percent of Students in Each Quarter

▇ 76-99
▇ 51-75
☐ 26-50
▇ 1-25



Grade 9

1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	77.3	75	74	72.6	71.4
District	75.0	71.4	72.7	69.2	69.4
DoDDS	70.8	68.4	68.8	64.9	62.9
Nation	50	50	50	50	50
# Students	66	66	62	64	61

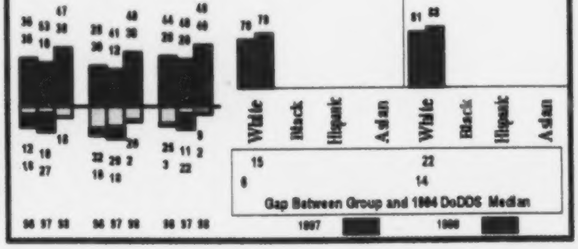


Grade 11

1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	74	70.7	76	75	75.3
District	71.3	69.8	71.0	71.5	68.8
DoDDS	69.9	69	69	65.4	66.5
Nation	50	50	50	50	50
# Students	45	45	45	46	44

Percent of Students in Each Quarter

▇ 76-99
▇ 51-75
☐ 26-50
▇ 1-25



SAT Results

		[illegible]	District	DoDDS	Nation
% Participating	97	72%	71%	63%	41%
	98	77%	66%	62%	43%
Math Avg Score	97	517	503	505	511
	98	551	528	505	512
Verbal Avg Score	97	532	533	515	505
	98	569	541	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

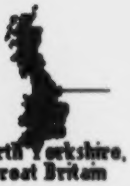
CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

London Central HS
PSC 821, BOX 119
FPO AE 09421-0005

DSN Phone: 230-3377
Fax Number: 44-1494-455154
Commercial Phone:
44-1494-45515

DoDEA Writing Assessment

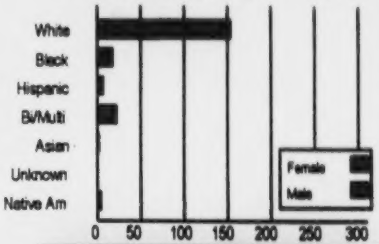
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	96	26	Met	50%	39%	8%	0%	4%
8	97	32	Met	47%	28%	19%	3%	3%
8	98	34	Met	41%	47%	9%	3%	0%
10	96	47	Not Met	15%	51%	21%	9%	4%
10	97	38	Not Met	26%	45%	29%	0%	0%
10	98	48	Met	42%	44%	12%	2%	0%


North Yorkshire,
Great Britain

Department of Defense Education Activity
Menwith Hill Elementary School (PK-9)
1997/98 School Profile
Thomas Smith, Principal

School Characteristics

Student Enrollment - 202



Special Programs			
PK-12	Special Education	26	13%
K-8	TAG	26	14%
K-12	ESL	N/A	N/A
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

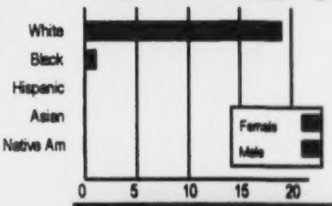
Grade	
PreK	3
K	17
1	21
2	21
3	20
4	17
5	24
6	14
7	21
8	26
9	18
Total	202

Sponsor Affiliation	
Marine	3%
Army	26%
Navy	7%
Air Force	24%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	40%
Non-US Civilians	<.5%

Teacher Experience	
New	0
1-3	1
4-6	2
7-10	1
> 10	12

Mobility Rate
30% Per Year

Professional Staffing



School Staff	FTE
Administrators	1.5
Classroom Teachers	11.5
Special Education	2
Other Professionals	2.5

Teacher Education Degree	Teacher
BA/BS	30 %
MA/MS	65 %
Doctorate	5 %

Principal's Highlights

Menwith Hill can be characterized as a "school in transition" this year. Early in the school year, it was announced that Menwith Hill would grow from its current configuration of K-9 to K-12 in the fall of 1998. Much effort has gone into programming for next year but throughout this year, the school improvement process at Menwith Hill continued its positive progress. The school improvement chairpersons provided strong leadership to the School Improvement Leadership Team where parents and teachers served as "benchmark captains" for each of the five benchmarks. The leadership team elicited staff input into major decisions and, thus, there was a much stronger sense of ownership in the plan. The progress was verified by the visit of the NCA team in February. The team found many strengths in the school and provided recommendations for future work in school improvement. Although we made progress this year, we established a goal in the late spring to provide a framework of school improvement which will encompass the entire K-12 school. In this regard, the staff has put special emphasis on increasing the use of technology to support each of the benchmarks. Working with a very supportive community, the technology committee outlined a number of hardware and software improvements to include a LAN with Internet access for all computers.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

The school focus was to improve writing across the curriculum. Students wrote to a common autobiographical prompt in the fall and spring. During the year, language arts teachers taught and had students practice the writing process, and all teachers used a variety of techniques for writing across the curriculum. Post-test results indicated strong growth in almost all grade levels.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

The focus was to improve student achievement in the use of appropriate number strategies. The assessments were administered in the fall and spring, and they included sections on computation and "convince me's." Teachers provided instruction and practice in number strategies and focused efforts on students who needed extra support.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

The school continued its emphasis on communication by increasing the ways in which information was disseminated to parents and the community. Teachers and administrators explored several aspects of technology as a tool for communication including ccmail and the school homepage on the World Wide Web. Information was also provided in the Parent Center at the school.

Benchmark 10.8: Establish Technology for teachers and administrators

The focus was to increase the use of electronic technology by adult staff members. Staff development was provided at different times during the year and included training in teleconferencing and the use of ccmail. The arrival of the LAN, Internet, and additional computer labs for next school year will require more professional development for teachers and administrators.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	**3.2**	**3.7**	**3.9**
Co-Supporters	**3.0**	**3.4**	**3.5**
Co-Learners	**2.9**	**3.0**	**3.1**
Co-Teachers	**2.9**	**3.3**	**3.5**
Co-Advisors	**2.9**	**3.1**	**3.3**

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

The focus was to increase two-way communication. A parent survey was used in the spring to get feedback on parents' views of communication for school-home partnership and for the communication benchmark (10.7). Teachers increased their use of in-class telephones to contact parents. They also surveyed parents regarding special skills which parents would share.

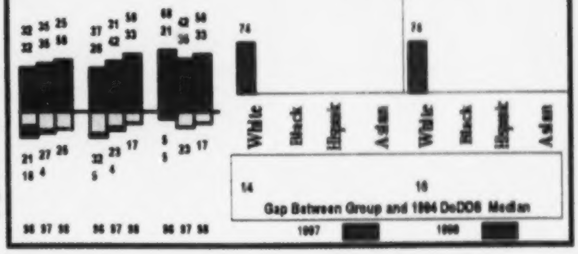
Grade 6

1998 Median Percentiles

	Benchmark 3.1			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
for: **School**	60.5	75.5	76	67.5	72.5
District	62.4	63.2	63.2	62.1	64.7
DoDDS	62.7	65.2	64.7	62	64.9
Nation	50	50	50	50	50
# Students	12	12	12	12	12

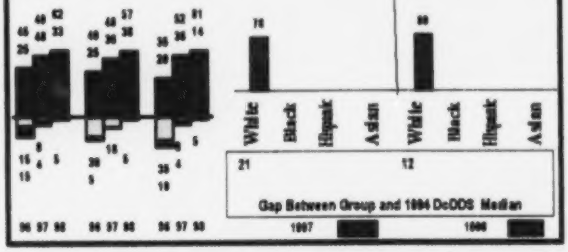
Percent of Students in Each Quarter

76-99
51-75
26-50
1-25



Grade 8

Benchmark 3.1			**Benchmark 4.2**	
Read	Lang	Soc Stdy	Math	Science
77.7	81	87.3	75	78.3
68.7	68.3	72.3	63.2	65.6
59.8	64.3	62.7	61.3	60.7
50	50	50	50	50
21	21	21	21	21



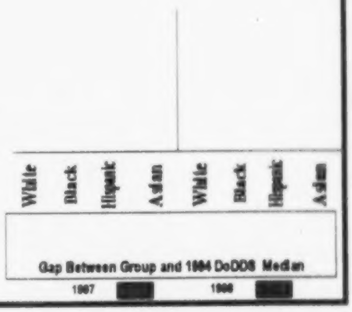
1998 Median Percentiles

	Benchmark 3.1			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
for: **School**					
District					
DoDDS					
Nation					
# Students					

Percent of Students in Each Quarter

76-99
51-75
26-50
1-25

NOT APPLICABLE



SAT Results		School	District	DoDDS	Nation
% Participating	97	NA	71%	63%	41%
	98	NA	66%	62%	43%
Math Avg Score	97	NA	503	505	511
	98	NA	528	505	512
Verbal Avg Score	97	NA	533	515	505
	98	NA	541	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Menwith Hill ES/MS
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APO AE 09468

DSN Phone: 262-7778
Fax Number: 44-1423-770236
Commercial Phone:
44-1423-777778

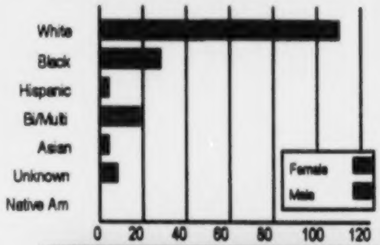
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	18	Met	33%	50%	17%	0%	0%
5	98	25	Met	16%	80%	4%	0%	0%
8	96	18	Met	39%	50%	11%	0%	0%
8	97	24	Met	50%	42%	8%	0%	0%
8	98	20	Met	60%	35%	5%	0%	0%

Middlesex, Great Britain

Department of Defense Education Activity
West Ruislip Elementary School (PK-6)
1997/98 School Profile
Cathy Magni, Principal

School Characteristics

Student Enrollment - 172



Grade	
PreK	3
K	10
1	26
2	20
3	32
4	26
5	27
6	28
Total	172

Sponsor Affiliation	
Marine	4%
Army	11%
Navy	63%
Air Force	10%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	11%
Non-US Civilians	<.5%

Special Programs

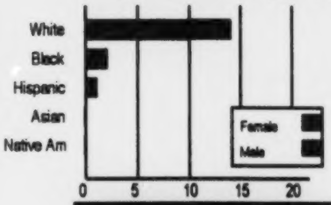
Grade Offered	Program		
PK-12	Special Education	14	8%
K-8	TAG	9	5%
K-12	ESL	1	1%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	0
4-6	0
7-10	0
> 10	14

Mobility Rate
58% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	1
Classroom Teachers	9.5
Special Education	2.5
Other Professionals	3.5

Teacher Education

Degree	Teachers
BA/BS	29 %
MA/MS	53 %
Doctorate	18 %

Principal's Highlights

The School Improvement Leadership Team has exhibited commitment to the SIP and through their hard work we have moved closer to our vision.

Communication of the SIP has been a major emphasis this year. Every member of the SILT team presented the plan to small groups at the Open House. The Benchmark Beacons was published bi-monthly by Dr. Elaine Weber and Dr. Ed Brennan, SIP Co-Chairs. This featured articles related to the benchmarks. It received rave reviews. Publications about the SIP have featured in the base paper. SIP has been a focus of faculty meetings and inservice training.

School Home Partnership continues to thrive and significant parental involvement is evident. Parents were key partners in the writing assessment scoring, the publication of a student anthology, and Family Curriculum Nights.

Technology opportunities for students, parents, and teachers have improved through the installation of the LAN. Students and teachers participated in training in the use of the INTERNET, digital cameras, word processing, video teleconference, and the integration of technology into the curriculum. Evidence of the use of technology in the classroom has increased both in quality and quantity.

WRES-- We Reach Every Student

DoDEA Strategic Plan-School Improvement Implementation School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

The focus was to improve students' ability to construct meaning with writing across the curriculum. The school administered a pre- and post- writing assessment to measure achievement. Teachers taught and applied the writing process and used writing across the curriculum as strategies. The community focus involved a student anthology and a writing festival.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

The focus was to improve student achievement in computation and in the application of problem solving. The school used pre- and post- grade appropriate assessments in computation and problem solving. Teachers provided instruction in using the five-step plan for solving non-routine problems, and used the adopted text to provide experiences in problem solving.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

The focus was to improve communication among staff, parents, and students. Teachers increased contoact with parents via email, telephone, journals, video, and three-way conferencing. Teachers promoted the school through community publications, providing SILT orientation for parents at Open House, and by co-sponsoring the Parent University.

Benchmark 10.8: Establish Technology for teachers and administrators

The focus included both students and teachers: to increase faculty knowledge of technology to enhance classroom instruction, and to increase student technology skills. The school used a pre- and post- assessment for both students and staff. Skills increased in the following: keyboarding, internet, use of digital camera and hyperstudio.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	4.2	3.7	3.9
Co-Supporters	3.7	3.4	3.5
Co-Learners	3.2	3.0	3.1
Co-Teachers	3.4	3.3	3.5
Co-Advisors	3.3	3.1	3.3

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

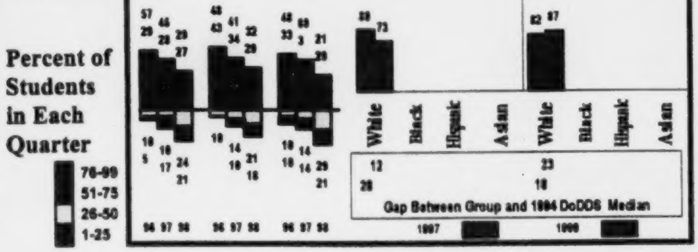
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

The focus was to increase purposeful involvement of parents in the schools. The parent room moved to the center of the school. A parent contact program was instituted. Parents were involved in a number of school activities: writing assessment, anthology, skill self-assessment, and the math and writing festivals.

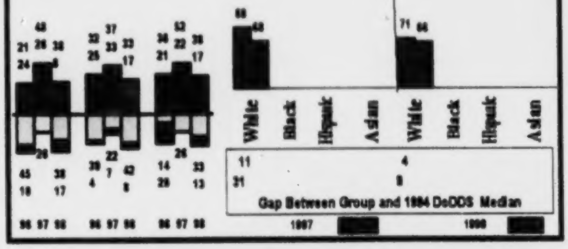
Grade 3

1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	59.5	61.5	50.5	67.5	69.3
District	58.6	59.9	50.5	56.5	54.5
DoDDS	57.1	61.4	50.5	57.2	53.4
Nation	50	50	50	50	50
# Students	34	34	34	34	34



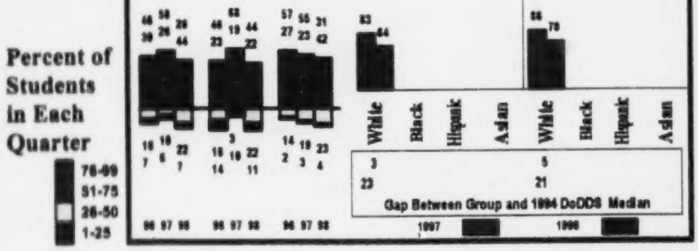
Grade 4

1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	49.5	53	54.5	55.5	55.5
District	67.0	63.2	63.2	62.1	63.5
DoDDS	65.1	62.8	63.6	61	61.2
Nation	50	50	50	50	50
# Students	24	24	24	24	24



Grade 6

1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	62	72	66.5	60.5	69
District	62.4	63.2	63.2	62.1	64.7
DoDDS	62.7	65.2	64.7	62	64.9
Nation	50	50	50	50	50
# Students	27	27	26	26	26



SAT Results					
		School	District	DoDDS	Nation
% Participating	97	NA	71%	63%	41%
	98	NA	66%	62%	43%
Math Avg Score	97	NA	503	505	511
	98	NA	528	505	512
Verbal Avg Score	97	NA	533	515	505
	98	NA	541	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

West Ruislip ES
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DSN Phone: 235-6688
Fax Number: 44-1895-616681
Commercial Phone:
44-1895-616678

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	25	Met	52%	36%	8%	4%	0%
5	97	28	Met	50%	39%	7%	4%	0%
5	98	28	Met	29%	64%	0%	0%	7%

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SECTION J

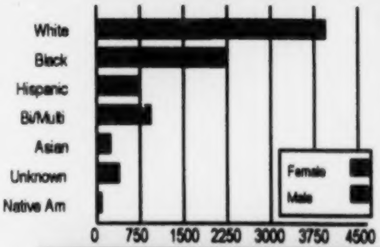
DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

WUERZBURG DISTRICT
1997-1998

Department of Defense Education Activity
Wuerzburg District (PK-12)
1997/98 District Profile
Richard Osner, Superintendent

District Characteristics

Student Enrollment - 8,275



Special Programs

Grade Offered	Program		
PK-12	Special Education	893	11%
K-8	TAG	587	8%
K-12	ESL	350	4%
1	Reading Recovery	52	5%
7-12	AVID	158	▨
AP Courses Offered		26	▨
Students Taking AP Courses		181	35%

Grade	
PreK	107
K	1009
1	998
2	899
3	857
4	746
5	694
6	626
7	546
8	481
9	444
10	350
11	291
12	227
Total	8275

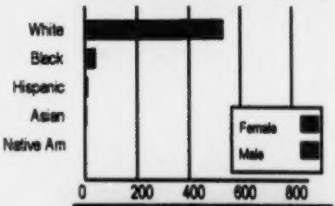
Sponsor Affiliation	
Marine	<.5%
Army	93%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	6%
Non-US Civilians	<.5%

Teacher Experience

Years	Teachers
New	8
1-3	23
4-6	23
7-10	53
> 10	475

Mobility Rate
39% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	29
Classroom Teachers	443.5
Special Education	46
Other Professionals	91

Teacher Education

Degree	Teachers
BA/BS	34 %
MA/MS	63 %
Doctorate	2 %

Superintendent's Highlights

The Wuerzburg District serves a diverse population across a wide geographical area at 19 elementary, middle and high schools. Guided by the DoDEA Strategic Plan, the District continues to foster high expectations, instructional leadership and excellence in teaching to realize our primary mission of helping all students achieve in a caring and safe environment.

As the implementation of the District Improvement Plan proceeds; our emphasis on the interrelationship of curriculum, instruction, and assessment, as the infrastructure for student success, continues to guide our efforts as a District Team. During this school year we have given specific attention to the changing role of assessment in education. We have worked to expand the knowledge base of teachers and administrators in the development of their skills in the area of instructionally oriented assessment.

Looking ahead , the Wuerzburg District will continue to focus on assessment with specific attention to be given to the related instructional implications in order to effectively meet the needs of all students.

DoDEA Strategic Plan: School Improvement Implementation School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

The district provided continued support to schools through the training of Reading/Language Arts Lead Teachers in preparation of full implementation SY 98-99. The training has focused on such issues as balanced reading, the basic tenets of the developmental approach to Language and Literacy, alternative assessment options and the instructional implications.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Continual training was provided for mathematics and science teachers. The training focused on the new science standards and their similarities to mathematics. Additionally, math and science instruction-based assessments were piloted by teachers. Pre- and post-assessment results indicated significant gains in achievement regardless of race, ethnicity, or gender.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Effective communication among all DoDEA constituencies is important for the successful delivery of services to the stakeholders of our educational system. To this end, the District's focus has been on exploring and implementing more efficient ways of communicating. For example a consolidated District calendar of educational activities was developed.

Benchmark 10.8: Establish Technology for teachers and administrators

Over 600 new computers and 9 new networked labs were installed this year. Additionally, 8 LMCs were upgraded and progress continues on the installation of campus networks. All schools in the district have some form of Internet access. New administrative servers will have been installed in all schools by the end of the summer.

Average Ratings of SHP Progress		
Tier	**District**	**DoDDS**
Co-Communicators	3.8	3.9
Co-Supporters	3.5	3.5
Co-Learners	3.2	3.1
Co-Teachers	3.5	3.5
Co-Advisors	3.2	3.3

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

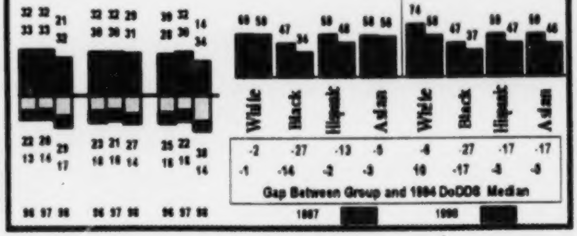
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

District wide interaction with stakeholders in the implementation of six tiered SCHP initiative; training for Key Communicators; Implementation mentoring; SCHP Action Teams; Adopt-A-School; Incorporation of AFTB in Service Learning Curriculum; Parent centers; Parent training; Home Visit; Assessment Instrument; School liaison; Steering Committee; Grant Preparation.

Grade 3

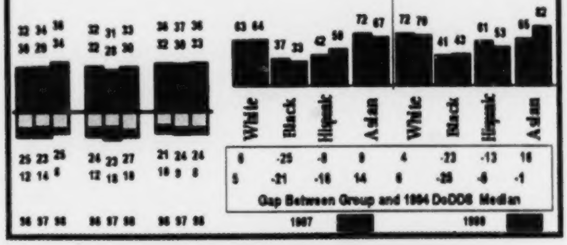
1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
District	53.1	58.4	49.5	51.9	50.7
DoDDS	57.1	61.4	50.5	57.2	53.4
Nation	50	50	50	50	50
# Students	786	786	788	789	789

Percent of Students in Each Quarter



Grade 7

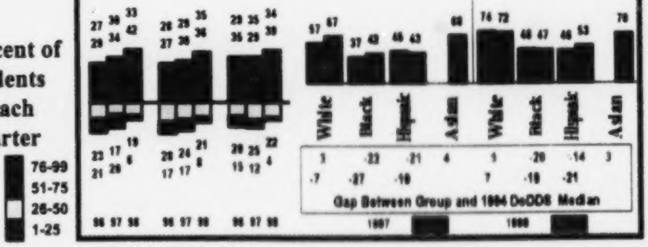
1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
District	67.6	62.8	64.5	53.3	62.9
DoDDS	68.6	64.6	65.9	59.9	64.9
Nation	50	50	50	50	50
# Students	475	474	479	479	478



Grade 11

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
District	66.7	65.4	66.4	58.0	63.1
DoDDS	69.9	69	69	65.4	66.5
Nation	50	50	50	50	50
# Students	267	267	271	272	270

Percent of Students in Each Quarter



SAT Results		District	DoDDS	Nation
% Participating	97	52%	63%	41%
	98	58%	62%	43%
Math Avg Score	97	460	505	511
	98	462	505	512
Verbal Avg Score	97	500	515	505
	98	492	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

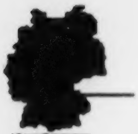
CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

DoDDS-Wuerzburg District
Attn: Richard Osner
417th BSB, Unit 2612
APO AE 09031

DSN Phone: 355-8761
Fax Number: 49-9321-37815
Commercial Phone:
49-9321-37914

DoDEA Writing Assessment

				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	581	Met	30%	50%	16%	3%	2%
5	97	633	Met	29%	60%	7%	4%	1%
5	98	595	Met	20%	75%	5%	1%	0%
8	96	413	Not Met	20%	44%	29%	6%	1%
8	97	416	Met	27%	49%	16%	8%	1%
8	98	443	Met	26%	51%	18%	4%	1%
10	96	245	Not Met	22%	48%	24%	5%	0%
10	97	321	Met	35%	40%	19%	5%	0%
10	98	276	Not Met	33%	41%	14%	9%	2%

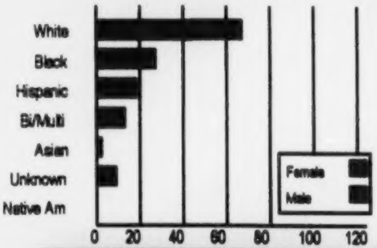


Amberg, Germany

Department of Defense Education Activity
Amberg Elementary School (K-6)
1997/98 School Profile
Carl McClelland, Principal

School Characteristics

Student Enrollment - 93



Grade	
K	14
1	16
2	11
3	12
4	15
5	17
6	8
Total	93

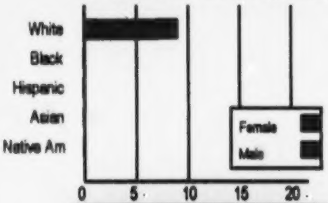
Sponsor Affiliation	
Marine	<.5%
Army	96%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	4%
Non-US Civilians	<.5%

Special Programs			
[illegible]	[illegible]	[illegible]	[illegible]
PK-12	Special Education	15	16%
K-8	TAG	N/A	N/A
K-12	ESL	N/A	N/A
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

Teaching Experience	
[illegible]	[illegible]
New	0
1-3	0
4-6	1
7-10	1
> 10	6

Mobility Rate
46% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	1
Classroom Teachers	8
Special Education	0.5
Other Professionals	1.5

Teacher Education	
Degree	Teacher
BA/BS	33 %
MA/MS	67 %
Doctorate	0 %

Principal's Highlights

Our major academic goals for Amberg Elementary School SY 97/98 were the continued focus on improving student problem solving in the science and social studies curriculum. The faculty also worked on developing assessment tools that would benefit teaching techniques as well as measuring student performance. In addition, the school fully implemented the use of Literacy Place to achieve the DoDEA Reading/Language Arts Standards. We are working on math students.

Integration of technology throughout the curricular areas was emphasized. Students in Grades 3 - 6 were taught keyboarding skills and used these skills in their daily assignments. All students in grades 4 - 6 received small group instruction on Internet usage. Technology is used to teach K-6 students.

Parental involvement continues to be an important aspect in our school. An active PTO continues to support curricular and extra curricular program. The community volunteer coordinator worked closely with PTO to schedule crossing guards throughout the school year.

Amberg Elementary School has continued to support student activities sponsored by the Military Command.

DoDEA Strategic Plan School Improvement Implementation School Year 97/98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Due to a change in the assessment instrument, the skill of reading & interpreting maps has been defined more at a higher level. Teachers have responded with more dialogue among grade levels to determine more effective teaching strategies to reach this goal. The full implementation of an integrated reading/language arts program using Literacy Place materials is supported.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

In an attempt to integrate and reinforce skills, the emphasis in science was on chart and graph interpretation. Because of our small numbers, there was no evident gap. Overall growth was evident at all grade levels. Teachers continue to use a variety of teaching strategies to ensure success for all students.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Teachers and staff maintain open lines of communication at all levels. The staff has timely access to district activities and they are well-attended by faculty members. The community and parents are kept well-informed about all applicable school and district activities.

Benchmark 10.8: Establish Technology for teachers and administrators

The school's Pentium computer lab has an open-door policy and is used on a daily basis. Students use their keyboarding and word processing skills to enhance daily assignments. Students received instruction on the use of the Internet and do independent research for specific assignments. Teachers use the Internet to access information that supports the curriculum.

Average Ratings of SHP Progress

Tier	School	District	DoDDS
Co-Communicators	4.2	3.8	3.9
Co-Supporters	4.0	3.5	3.5
Co-Learners	3.6	3.2	3.1
Co-Teachers	3.9	3.5	3.5
Co-Advisors	3.3	3.2	3.3
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

Goal 8: Parental Participation

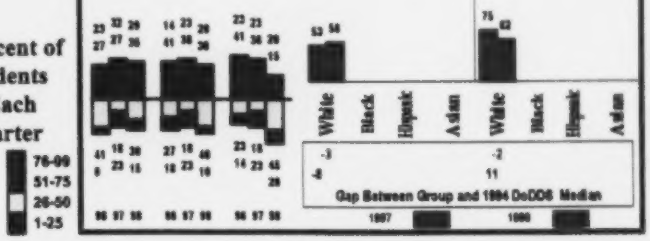
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Amberg Elementary School has been successful in communicating an open-door policy to parents. Not only do we have regular volunteers, but parents feel comfortable visiting the school any time. All forms of communication flow freely between the school and parents. Our school/home/community partnership supports before and after school activities.

Grade 3

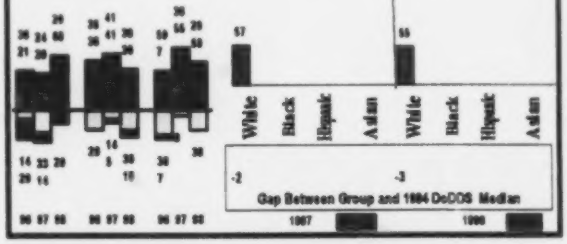
1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	60.5	50.7	47	53	54.5
District	53.1	58.4	49.5	51.9	50.7
DoDDS	57.1	61.4	50.5	57.2	53.4
Nation	50	50	50	50	50
# Students	20	20	20	20	20

Percent of Students in Each Quarter



Grade 5

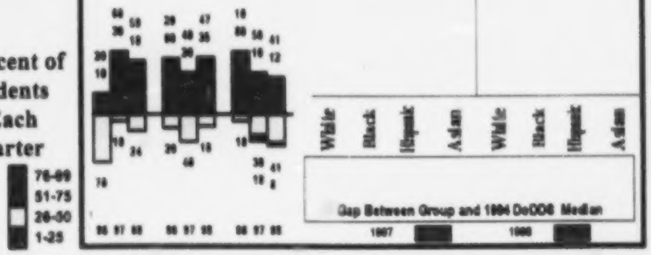
1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	63.7	62	62	68.5	63
District	64.7	60.0	61.9	56.0	59.1
DoDDS	67.5	63.4	66.1	61	63.2
Nation	50	50	50	50	50
# Students	10	10	10	10	10



Grade 6

1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	77	67	56	66	59
District	61.6	62.7	63.6	57.6	63.6
DoDDS	62.7	65.2	64.7	62	64.9
Nation	50	50	50	50	50
# Students	17	17	17	17	17

Percent of Students in Each Quarter



SAT Results

		School	District	DoDDS	Nation
% Participating	97	NA	52%	63%	41%
	98	NA	58%	62%	43%
Math Avg Score	97	NA	460	505	511
	98	NA	462	505	512
Verbal Avg Score	97	NA	500	515	505
	98	NA	492	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Amberg ES
CMR 414
APO AE 09173-0005

DSN Phone:
Fax Number: 49-9621-774120
Commercial Phone:
49-9621-77410

DoDEA Writing Assessment

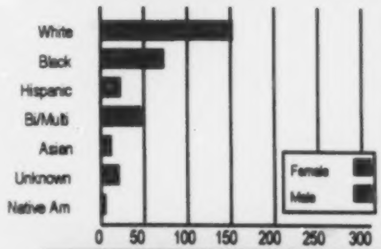
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	14	Met	29%	50%	21%	0%	0%
5	97	24	Met	33%	62%	4%	0%	0%
5	98	16	Met	20%	80%	0%	0%	0%

Ansbach, Germany

Department of Defense Education Activity
Ansbach Elementary School (K-6)
1997/98 School Profile
Wayne Dozark, Principal

School Characteristics

Student Enrollment - 325



Grade	
K	68
1	48
2	56
3	50
4	34
5	37
6	32
Total	325

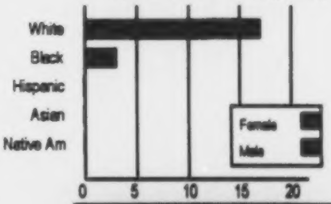
Sponsor Affiliation	
Marine	<.5%
Army	97%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	3%
Non-US Civilians	<.5%

Special Programs			
Grade Offered	[illegible]		
PK-12	Special Education	19	6%
K-8	TAG	40	12%
K-12	ESL	5	2%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Years	Teachers
New	0
1-3	2
4-6	0
7-10	2
> 10	9

Mobility Rate
48% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	1
Classroom Teachers	13
Special Education	0.5
Other Professionals	0.5

Teacher Education	
Degree	Teacher
BA/BS	35 %
MA/MS	65 %
Doctorate	0 %

Principal's Highlights

Ansbach Elementary School is located in Katterbach, Germany. This modern two story building with 14 classrooms also has special facilities for the nurse, cafeteria, gym, computer lab, music and art.

Ansbach Elementary School serves a diverse population of children with an array of special programs and staff. The school motto, "Learning For A Lifetime," is reflected in core curriculum. The NT Pentium computer lab went "on-line" in September, 1998, providing access to Internet research.

The information center provides a wide range of reading and research materials, including 16 lanned computers to support the Accelerated Reader Program, CD-ROM programs and OPAC. Ansbach Elementary School meets the challenge of the 21st century by establishing the information center as the focal point of the school.

Ansbach Elementary School has pride in its School Home Partnership Program; the host of parent volunteers, and in the professional and diverse teaching staff.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97/98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

The number of students participating in the Accelerated Reader Program has risen greatly this year. Bookit Bingo and the Book Fair have also helped to get books in the hands of students for pleasure reading. The Information Center has been lanned and is now the primary source for research with CD Rom Encyclopedias, OPAC and computer reading games.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

Mathland has continued to be implemented by 100% of the classroom teachers at Ansbach Elementary School. With the addition of a Pentium computer lab, students in grades 1-6 can now design information tables and four different kinds of graphs. Teachers 1-6 participated in district science workshops.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Ansbach Elementary School maintained constant communication with the community through its outstanding Weekly Parent Newsletters. A new "updated" Parent/Student Handbook was designed and parents were actively involved in PTSA Meetings, Bookit Bingo, Book Fairs, Study Trips and the school wide Volksmarch.
Volksmarch.

Benchmark 10.8: Establish Technology for teachers and administrators

Last year was the technology training year for teachers and this year has been the implementation year. Students in grades 1-6 learned computer graphing skills, while those in grades 4-6 also learned to do PowerPoint slide presentations. Students enjoyed after school computer classes which were filled to capacity and which met three afternoons a week from October through May.

Average Ratings of SHP Process			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	4.1	3.8	3.9
Co-Supporters	3.8	3.5	3.5
Co-Learners	3.4	3.2	3.1
Co-Teachers	3.6	3.5	3.5
Co-Advisors	3.3	3.2	3.3

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

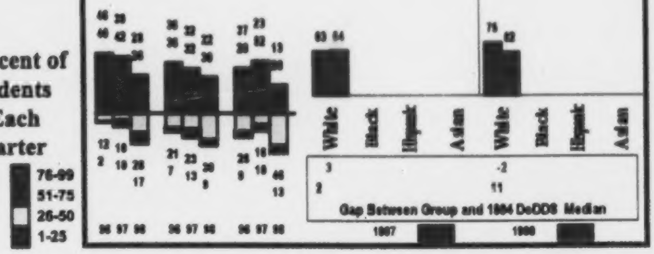
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

Ansbach Elementary School encourages parent involvement. This year parent volunteers helped in classrooms, the media center and in the cafeteria. Parents listened to children read, prepared bulletin boards, assisted on study trips and helped teachers in hundreds of ways. Before a library aid was hired, parents helped keep the media center open at all times.

Grade 3

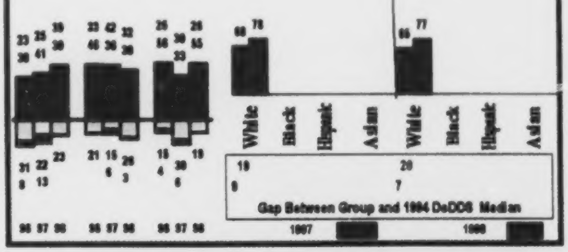
1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	53	55.5	47.3	60	50.7
District	53.1	58.4	49.5	51.9	50.7
DoDDS	57.1	61.4	50.5	57.2	53.4
Nation	50	50	50	50	50
# Students	46	46	46	46	46

Percent of Students in Each Quarter



Grade 5

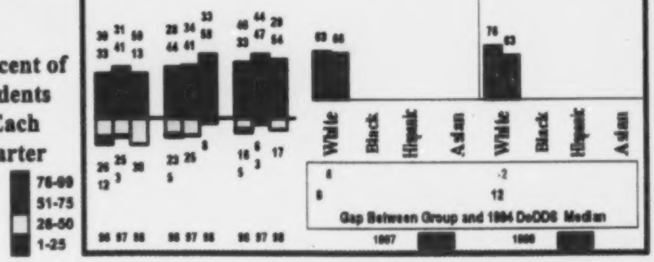
1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	69	63	63	71	70
District	64.7	60.0	61.9	56.0	59.1
DoDDS	67.5	63.4	66.1	61	63.2
Nation	50	50	50	50	50
# Students	31	31	31	31	31



Grade 6

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	73.5	67	67.5	68	68.3
District	61.6	62.7	63.6	57.6	63.6
DoDDS	62.7	65.2	64.7	62	64.9
Nation	50	50	50	50	50
# Students	24	24	24	24	24

Percent of Students in Each Quarter



SAT Results					
		[illegible]	District	DoDDS	Nation
% Participating	97	NA	52%	63%	41%
	98	NA	58%	62%	43%
Math Avg Score	97	NA	460	505	511
	98	NA	462	505	512
Verbal Avg Score	97	NA	500	515	505
	98	NA	492	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Ansbach ES
CMR 454
PO Box 3616
APO AE 09250-0005

DSN Phone: 467-2628
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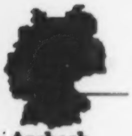
Commercial Phone:
49-9802-7657

DoDEA Writing Assessment									
				Percent at Each Performance Level					
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	46	Met	20%	59%	20%	2%	0%
5	97	31	Met	19%	61%	16%	3%	0%
5	98	30	Met	17%	80%	3%	0%	0%

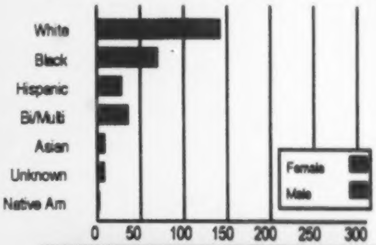


Ansbach, Germany

Department of Defense Education Activity
Ansbach High School (7-12)
1997/98 School Profile
Larry Sessions, Principal

School Characteristics

Student Enrollment - 289



*Special Programs**			
Grade Offered	Program		
PK-12	Special Education	19	7%
K-8	TAG	N/A	N/A
K-12	ESL	5	2%
1	Reading Recovery	N/A	N/A
7-12	AVID	37	▨
AP Courses Offered		4	▨
Students Taking AP Courses		24	36%

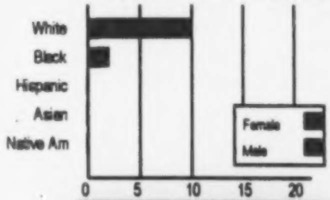
Grade	
7	59
8	58
9	55
10	50
11	33
12	34
Total	289

Sponsor Affiliation	
Marine	<.5%
Army	90%
Navy	<.5%
Air Force	1%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	9%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	0
1-3	1
4-6	1
7-10	0
> 10	22

Mobility Rate
36% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	20.5
Special Education	1
Other Professionals	2.5

Teacher Education	
Degree	Teacher
BA/BS	25 %
MA/MS	71 %
Doctorate	4 %

Principal's Highlights

The faculty, parents, community and students strongly support the School Home Community Partnership and strived to make it better. Many community events and activities centered on the school. Numerous new programs, designed to improve education and the quality of life for the members of the community, were jointly implemented. New programs included AMITY, Teen Court, Teen PEP, and Teen Counseling.

The Advancement Via Individual Determination (AVID) program achieved the status of Certified with Distinction. The program was expanded to include students in the eighth grade and will include seventh grade students in SY 1998-99. Over half of the faculty has attended 5 or more days of AVID training.

Ansbach Middle/High School (AM/HS) faculty and parents strongly support the School Improvement Plan (SIP.) Every teacher was solidly involved in meeting the SIP goals. Activities were carefully designed to improve student achievement and progress was closely monitored and documented.

DoDEA Strategic Plan School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Student writing was assessed at all grades, 7-12. Pretest results were reviewed for instruction implications. Students were provided opportunities to practice writing skills in all content areas. Although local writing assessment results show overall improvement at grades 8, 9, 10, and 12, grades 7 and 11 still show a need for improvement.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Narrow Achievement Gap between Racial/Ethnic/Gender Grps. Student math skills in number sense, operations and relationships was assessed at all grade levels. Pretest results were reviewed for instructional implications. Assessment results indicate overall improvement. Practice is still needed at the interpretation and application level.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Every teacher sent home a minimum of one mid-quarter progress report for all students. Reports included detailed information on quizzes, tests, and class assignments. Middle school teachers sent home a progress report every other week. Daily Progress Reports were available to parents wanting assistance in monitoring their children's academic and behavioral progress.

Benchmark 10.8: Establish Technology for teachers and administrators

The staff participated in 1/2 day of computer skills training . The focus of the Technology Committee's monthly meetings centered on the establishment of a computer lab to increase student access to computers during the school day. Students were required to complete at least one writing assignment per quarter using computers. Expansion of technology training will continue.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	3.9	3.8	3.9
Co-Supporters	3.4	3.5	3.5
Co-Learners	2.9	3.2	3.1
Co-Teachers	3.5	3.5	3.5
Co-Advisors	3.4	3.2	3.3

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

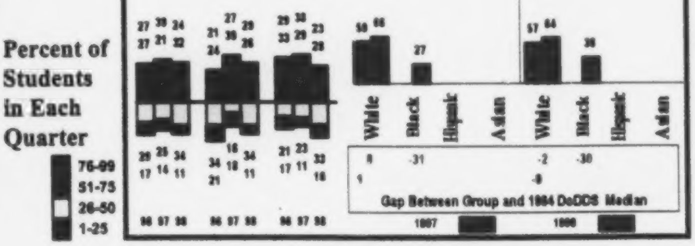
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Implement/Evaluate Multi-tiered School-Home Partnership(SHP). Rubrics were shared with parents via school newsletter. Student writing samples were published in the newsletter. A review of the SHP Survey indicates the Leadership Team should explore ways to increase parent and student involvement as Co-learners while improving methods of communication.

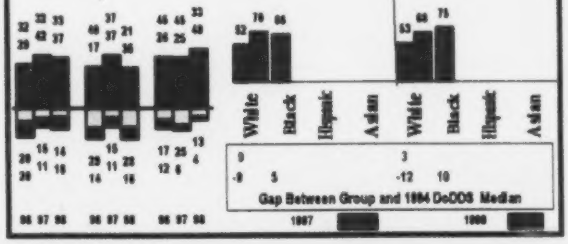
Grade 7

1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	54	56.5	52	54	60
District	67.6	62.8	64.5	53.3	62.9
DoDDS	68.6	64.6	65.9	59.9	64.9
Nation	50	50	50	50	50
# Students	38	38	43	43	43



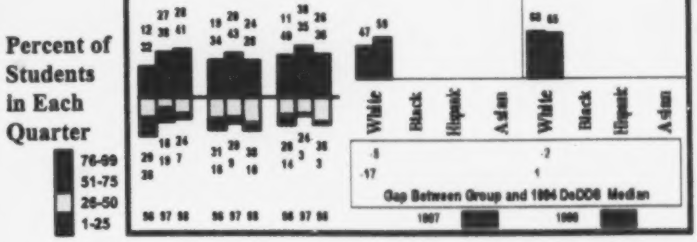
Grade 9

1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	62.6	62	66	53	59.3
District	70.1	67.7	65.5	57.8	60.6
DoDDS	70.8	68.4	68.8	64.9	62.9
Nation	50	50	50	50	50
# Students	43	43	45	46	46



Grade 11

1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	66	53	61	42.3	56
District	66.7	65.4	66.4	58.0	63.1
DoDDS	69.9	69	69	65.4	66.5
Nation	50	50	50	50	50
# Students	29	29	31	31	31



SAT Results					
		School	District	DoDDS	Nation
% Participating	97	16%	52%	63%	41%
	98	44%	58%	62%	43%
Math Avg Score	97	430	460	505	511
	98	468	462	505	512
Verbal Avg Score	97	518	500	515	505
	98	508	492	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Ansbach M/HS
Unit 28614
APO AE 09177-0005

DSN Phone: 467-2808
Fax Number: 49-9802-1496
Commercial Phone:
49-9802-223

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	96	46	Met	22%	65%	13%	0%	0%
8	97	37	Not Met	5%	46%	35%	14%	0%
8	98	72	Met	22%	56%	17%	4%	1%
10	96	35	Not Met	11%	49%	37%	3%	0%
10	97	29	Not Met	21%	38%	31%	10%	0%
10	98	22	Not Met	41%	27%	18%	9%	4%

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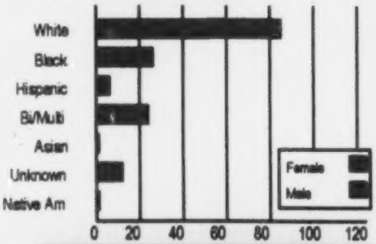
Bad Kissingen, Germany

Department of Defense Education Activity
Bad Kissingen Elementary School (K-5)
1997/98 School Profile
Judy Sessions, Principal

School Characteristics

Student Enrollment - 155



Grade	
K	38
1	28
2	19
3	30
4	15
5	24
Total	155

Sponsor Affiliation	
Marine	<.5%
Army	99%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	1%
Non-US Civilians	<.5%

Special Programs

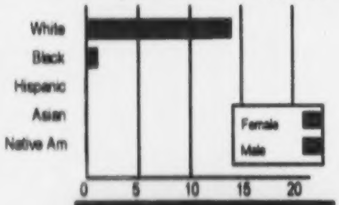
Grade Offered	Program		
PK-12	Special Education	14	9%
K-8	TAG	5	3%
K-12	ESL	31	20%
1	Reading Recovery	4	14%
7-12	AVID	N/A	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	0
4-6	0
7-10	2
> 10	12

Mobility Rate
71% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	1
Classroom Teachers	9
Special Education	0.5
Other Professionals	3

Teacher Education

Degree	Teacher
BA/BS	53 %
MA/MS	40 %
Doctorate	7 %

Principal's Highlights

Bad Kissingen Elementary School is a small, progressive school in a culturally rich Kur town in northern Baveria. The school contains a new Sure Start and grades K-5.

The school offers a curriculum comparable to that of any larger school. In addition to the classroom teachers, the staff consists of an information specialist, an L.I. teacher, a TAG teacher, a host nation teacher, a compensatory education teacher, and a reading recovery teacher. Itinerant teachers provide instruction in music, art, P.E., speech, and ESL.

The impact of technology is apparent at BKES, with all staff members offering classroom instruction across the curriculum to their classes in the well-equipped pentium lab. Internet access was added this year and has strengthened faculty and student research options.

The school maintains a strong School-Home Partnership and a high percentage of parent involvement. Parents assist the SILT in planning for growth in student achievement. Frequent exchanges take place with nearby Host Nation schools with strong parental participation.

DoDEA Strategic Plan: School Improvement Implementation School Year 97/98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies

Faculty and students have focused on the writing process, rubrics, & holistic scoring. Parents were given information on using rubrics to help students, and assisted with holistic scoring of the writing samples. More word-processing and publishing was emphasized in Pentium lab at all grade levels. Students showed strong performance gains in writing across the curriculum.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Instruction has focused on use of manipulatives, cooperative teams and solving real problems. The Problem Solver strategies were emphasized. New problem-solving and graphing software was introduced. Students demonstrated strong gains in choosing correct solutions for problem solving and in oral and written explanations of their reasoning.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Recent surveys report strong parental support for the weekly Principal's Parent newsletter and teacher newsletters. There is frequent and on-going communication among complex schools as inservices are planned, coordinated and held together. A strong PTSO board worked to keep parents informed of opportunities and happenings in the school.

Benchmark 10.8: Establish Technology for teachers and administrators

With the completion of the wiring for the Pentium lab, all teachers and specialists took students to the lab to explore extensive software across the curriculum. Internet access was established and training in use resulted in faculty doing instructional research through this channel. Teachers participated in exchanges with nearby German schools to share technology.

Average Ratings of SHIP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	4.3	3.8	3.9
Co-Supporters	3.9	3.5	3.5
Co-Learners	3.6	3.2	3.1
Co-Teachers	3.7	3.5	3.5
Co-Advisors	3.7	3.2	3.3
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

The Parent Room is a center where parents frequently gather to volunteer for teachers, work on PTSO projects, etc. Parents have been involved at the co-advisor level by assisting in developing and monitoring the SIP. Parent nights have emphasized parental support for increasing student achievement.

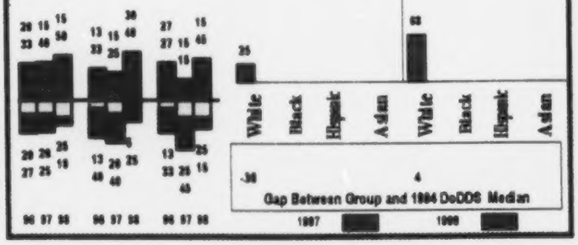
Parents compiled a School-Home photo book depicting parental tier support.

Grade 3

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	61	71	54	57	58
District	53.1	58.4	49.5	51.9	50.7
DoDDS	57.1	61.4	50.5	57.2	53.4
Nation	50	50	50	50	50
# Students	20	20	20	20	20

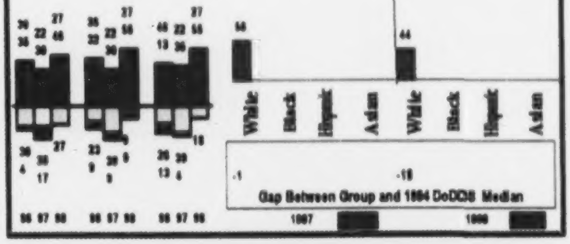
Percent of Students in Each Quarter

76-99
51-75
26-50
1-25



Grade 4

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	62	62	71	54	66
District	63.1	61.9	60.1	54.5	60.0
DoDDS	65.1	62.8	63.6	61	61.2
Nation	50	50	50	50	50
# Students	11	11	11	11	11

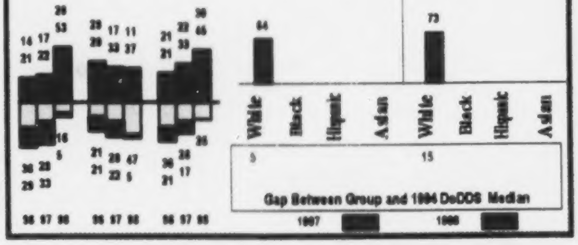


Grade 5

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	67.3	50	65.5	62.8	70.3
District	64.7	60.0	61.9	56.0	59.1
DoDDS	67.5	63.4	66.1	61	63.2
Nation	50	50	50	50	50
# Students	19	19	20	20	20

Percent of Students in Each Quarter

76-99
51-75
26-50
1-25



SAT Results					
		[illegible]	District	DoDDS	Nation
% Participating	97	NA	52%	63%	41%
	98	NA	58%	62%	43%
Math Avg Score	97	NA	460	505	511
	98	NA	462	505	512
Verbal Avg Score	97	NA	500	515	505
	98	NA	492	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Bad Kissingen ES
CMR 464
APO AE 09226-0005

DSN Phone:
Fax Number: 49-971-60736
Commercial Phone:
49-971-65204/67597

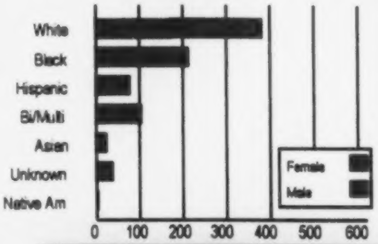
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	13	Not Met	23%	46%	15%	15%	0%
5	97	16	Met	38%	50%	12%	0%	0%
5	98	13	Met	31%	69%	0%	0%	0%

Bamberg,
Germany

Department of Defense Education Activity
Bamberg Elementary School (PK-6)
1997/98 School Profile
Eldrenna R. Durham, Principal

School Characteristics

Student Enrollment - 809



Grade	
PreK	18
K	128
1	149
2	129
3	121
4	97
5	87
6	80
Total	809

Sponsor Affiliation	
Marine	<.5%
Army	98%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	2%
Non-US Civilians	<.5%

Special Programs

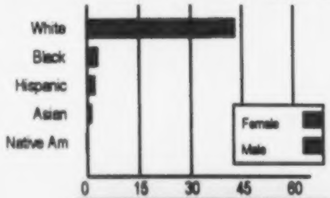
PK-12	Special Education	129	16%
K-8	TAG	140	17%
K-12	ESL	49	6%
1	Reading Recovery	16	11%
7-12	AVID	N/A	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

Teacher Experience

New	0
1-3	1
4-6	4
7-10	3
> 10	44

Mobility Rate
42% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	2
Classroom Teachers	35.5
Special Education	5
Other Professionals	9.5

Teacher Education

Degree	Teacher
BA/BS	33 %
MA/MS	65 %
Doctorate	2 %

Principal's Highlights

As a staff, we were not entirely pleased with our progress in meeting our goals this year. Although, we saw progress in some areas, we felt we could, and should, have seen more progress across the board. We have the tools and the professional talent to bring our students along the path of proficiency in both the writing process and problem-solving.

We shall be unifying our efforts in the Math area by establishing a common, school-wide "language" for the strategies students will use in solving problems, and we shall increase our efforts to use those strategies for problems beyond the Math realm.

We see our students writing more, and we shall concentrate more on developing content organization and presentation. We believe teachers and parents can and must work together to maximize progress and achievement for our children. In that regard, we shall continue to organize family-friendly workshops and orientations to support and enhance our programs.

DoDEA Strategic Plan School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Maintaining the momentum in the writing process was the focus for SY 97-98. The faculty and staff had extensive training in the writing process since SY 95-96. A school-wide persuasive writing prompt was administered to students and random samples were holistically scored.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

The focus for SY 97-98 was problem solving in Mathematics. Pre- and post-tests were used as an assessment tool to guide teacher instruction. Methods of assessment were adapted to be developmentally appropriate for the primary grades. Teachers effectively incorporated a variety of instructional strategies in problem solving lessons.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

The administration of Bamberg Elementary School publishes a monthly newsletter to parents which contains information regarding current issues and events effecting the students and community. Many teachers also distribute a classroom newsletter to keep parents informed of student activities and programs.

Benchmark 10.8: Establish Technology for teachers and administrators

After-school computer inservices were available to staff members to improve technology skills in the areas of cc:Mail and Windows. The staff and students at Bamberg Elementary School also had access to the Internet in the computer lab for research.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	3.5	3.8	3.9
Co-Supporters	3.2	3.5	3.5
Co-Learners	3.1	3.2	3.1
Co-Teachers	3.2	3.5	3.5
Co-Advisors	3.1	3.2	3.3

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

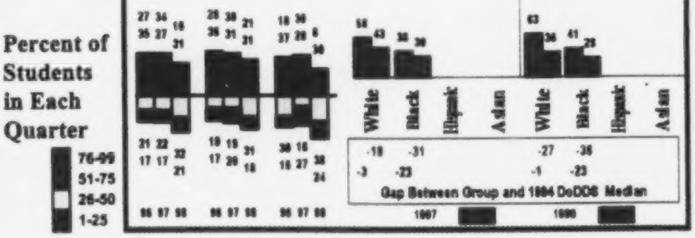
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Bamberg Elementary School has a very strong parental volunteer base. 400+ parents volunteered in our school during SY 97-98. During a school-wide Family Math and Science Day, more than 200 parents participated in activities with their child. We have completed the Level 3 Key Communicators' Training with parents, military members and agency representatives in our complex.

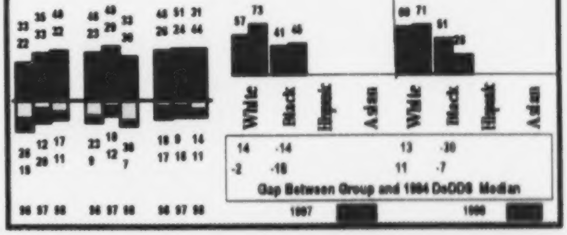
Grade 3

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	47.4	53.2	37.8	41.5	35.3
District	53.1	58.4	49.5	51.9	50.7
DoDDS	57.1	61.4	50.5	57.2	53.4
Nation	50	50	50	50	50
# Students	108	108	108	108	107



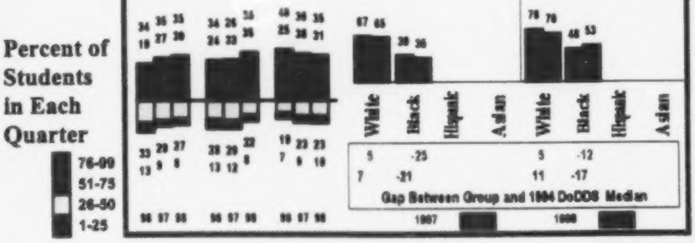
Grade 5

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	68	57	62	61.5	57.7
District	64.7	60.0	61.9	56.0	59.1
DoDDS	67.5	63.4	66.1	61	63.2
Nation	50	50	50	50	50
# Students	81	81	80	81	81



Grade 6

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	62	66.5	63.7	53.3	63.7
District	61.6	62.7	63.6	57.6	63.6
DoDDS	62.7	65.2	64.7	62	64.9
Nation	50	50	50	50	50
# Students	77	77	77	77	77



SAT Results

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
% Participating	97	NA	52%	63%	41%
	98	NA	58%	62%	43%
Math Avg Score	97	NA	460	505	511
	98	NA	462	505	512
Verbal Avg Score	97	NA	500	515	505
	98	NA	492	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Bamberg ES
UNIT 27539
APO AE 09139-0005

DSN Phone: 469-7616/7661
Fax Number: 49-951-31815
Commercial Phone:
49-951-37214

DoDEA Writing Assessment

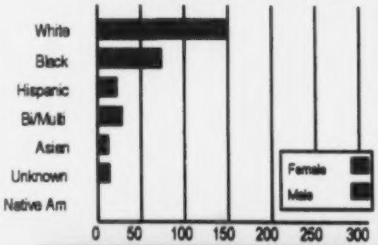
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	67	Met	48%	48%	3%	0%	1%
5	97	75	Met	28%	56%	11%	4%	1%
5	98	83	Met	34%	65%	1%	0%	0%

Bamberg, Germany

Department of Defense Education Activity
Bamberg High School (7-12)
1997/98 School Profile
Bud Korth, Principal

School Characteristics

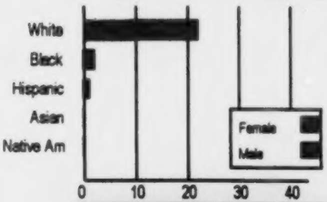
Student Enrollment - 294



Grade	
7	65
8	62
9	49
10	55
11	35
12	28
Total	294

Sponsor Affiliation	
Marine	<.5%
Army	92%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	6%
Non-US Civilians	2%

Professional Staffing



Special Programs

Grade Offered	[illegible]	[illegible]	[illegible]
PK-12	Special Education	18	6%
K-8	TAG	N/A	N/A
K-12	ESL	2	1%
1	Reading Recovery	N/A	N/A
7-12	AVID	14	▨
AP Courses Offered		4	▨
Students Taking AP Courses		7	11%

Teacher Experience

Years	Teachers
New	0
1-3	0
4-6	2
7-10	0
> 10	24

Mobility Rate
28% Per Year

School Staff

Category	FTE
Administrators	2
Classroom Teachers	23.5
Special Education	1
Other Professionals	2

Teacher Education

Degree	Teachers
BA/BS	21 %
MA/MS	71 %
Doctorate	8 %

Principal's Highlights

Bamberg High School is served by a community-of-excellence award winning military community. Community and parental involvement in the school is very high. Participation of 25 people at SAC and PTSA meetings is common. The school-home-partnership is continuously improved by ever increasing command influence. The community feels responsible for its schools.

The school completed its third computer laboratory. This newest lab will serve class size groups (25) providing LAN, e-mail, and Internet capabilities.

The math department used SIP initiatives to narrow the achievement gap and to decrease the number of students failing in mathematics. Program interventions with this focus will continue into school year 1998-1999.

Like other community facilities, the school is shown to be in top condition providing a clean, modern, academic safe haven for all students.

DoDEA Strategic Plan: School Improvement Implementation School Year 97/98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

The focus on spelling resulted in the majority of students spelling correctly most of the time. Student perception indicates that spelling is important in school and life. Teachers interventions included posting spelling strategies and giving "spelling counts" assignments. Thirty Nine percent of the student body successfully completed the principal's spelling/vocabulary activity.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

The failure rate in math decreased by 2% this year. Reasons for student failure were identified and interventions were implemented to improvement achievement. An algebra readiness test was given to 7th and 8th grade for improved math placement. Achievement gaps were better identified this year with the goal of reducing the failure rate.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Improved communication to outside agencies and parents was established. SIP news was published in the district SIP newsletter, unit newsletters, the post newspaper and the school newspaper. SIP bulletin board was maintained to provide information to parents, students, and staff.

Benchmark 10.8: Establish Technology for teachers and administrators

Two inservices were held to upgrade computer skills. The upgrading and expansion of the LAN systems continues. Internet access is expanding for student and teacher use. The business tech. computer lab is on line and ready to go for next school year. Bamberg High School now has one lab Internet ready and two other labs available for word processing.

Average Ratings of SHP Progress

Tier	School	District	DoDDS
Co-Communicators	2.6	3.8	3.9
Co-Supporters	2.2	3.5	3.5
Co-Learners	2.2	3.2	3.1
Co-Teachers	2.2	3.5	3.5
Co-Advisors	2.3	3.2	3.3

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

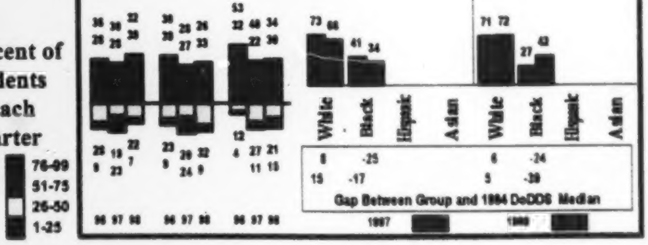
The School-Home Partnership committee was active this year with increasing two way communication and parent participation. Parents were presenters in several classrooms. Two way communication shows an increase from last school year. Parent and student participation was ongoing on SIP committees for all SIP benchmarks. Parent University was a success and will be expanded.

Grade 7

1998 Median Percentiles for:

	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	63.5	56	60	50	56.7
District	67.6	62.8	64.5	53.3	62.9
DoDDS	68.6	64.6	65.9	59.9	64.9
Nation	50	50	50	50	50
# Students	54	54	53	54	55

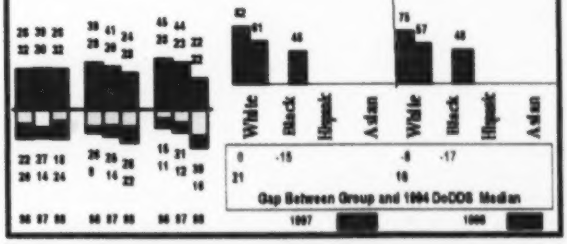
Percent of Students in Each Quarter



Grade 9

1998 Median Percentiles for:

	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	53.3	53.5	47.8	58.5	49.8
District	70.1	67.7	65.5	57.8	60.6
DoDDS	70.8	68.4	68.8	64.9	62.9
Nation	50	50	50	50	50
# Students	50	50	49	50	50

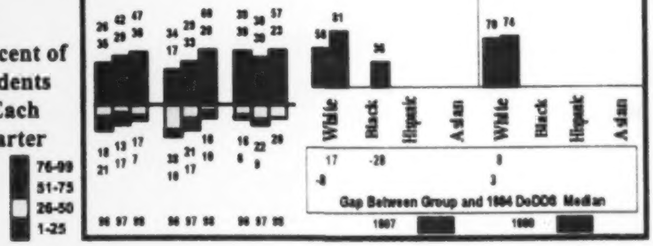


Grade 11

1998 Median Percentiles for:

	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	73	82.3	77	68	70
District	66.7	65.4	66.4	58.0	63.1
DoDDS	69.9	69	69	65.4	66.5
Nation	50	50	50	50	50
# Students	30	30	30	31	29

Percent of Students in Each Quarter



SAT Results

		[illegible]	[illegible]	[illegible]	[illegible]
% Participating	97	29%	52%	63%	41%
	98	18%	58%	62%	43%
Math Avg Score	97	455	460	505	511
	98	420	462	505	512
Verbal Avg Score	97	482	500	515	505
	98	490	492	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Bamberg HS
UNIT 27539
APO AE 09139-0005

DSN Phone: 469-8874/7630
Fax Number: 49-951-32669
Commercial Phone:
49-951-32316

DEA Writing Assessment

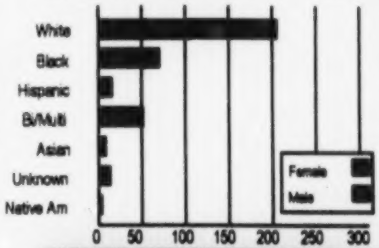
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	96	51	Not Met	18%	37%	24%	14%	2%
8	97	42	Not Met	31%	33%	19%	12%	5%
8	98	52	Met	21%	54%	19%	6%	0%
10	96	36	Met	25%	53%	19%	3%	0%
10	97	44	Met	46%	34%	11%	9%	0%
10	98	40	Met	40%	40%	12%	8%	0%

Grafenwoehr,
Germany

Department of Defense Education Activity
Grafenwoehr Elementary School (PK-6)
1997/98 School Profile
Richard Sagerman, Principal

School Characteristics

Student Enrollment - 362



Special Programs			
[illegible]			
PK-12	Special Education	26	7%
K-8	TAG	50	14%
K-12	ESL	15	4%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

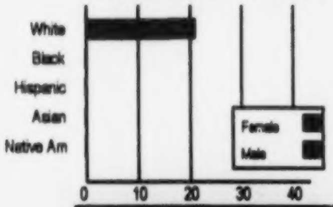
Grade	
PreK	0
K	54
1	68
2	48
3	51
4	51
5	38
6	52
Total	362

[illegible] Affiliation	
Marine	<.5%
Army	87%
Navy	<.5%
Air Force	2%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	10%
Non-US Civilians	<.5%

Teacher Experience [illegible]	
New	1
1-3	1
4-6	3
7-10	4
> 10	15

Mobility Rate
38% Per Year

Professional Staffing



School Staff Category	FTE
Administrators	1
Classroom Teachers	16
Special Education	0.5
Other Professionals	4.5

Teacher Education Degree	Teacher
BA/BS	36 %
MA/MS	59 %
Doctorate	5 %

Principal's Highlights

Grafenwoehr Elementary School (GES) is a school on the move. Located in Germany, GES is a one story building with a separate Art & Music room, two Technology Labs, and a Media Center.

With the completion of a new multi-purpose room to include a cafeteria and gymnasium, GES provides a variety of enrichment activities. GES educates a diverse population of approximately 400 students in grades K-6.

Strengths of our school include a strong school-home partnership program, two computer labs used by all teachers; an effective Reading program; and an innovative teaching staff motivated to excel.

GES traditionally has provided outstanding after school programs which supplement and enrich the core curriculum. Activities such as Choir, Year Book, Drama, Computer Lab, and Foreign Language, and Art enabled students to take advantage of the wide range of specialties shared by a talented, professional staff.

Students work in an environment that challenges them to their full potential, while learning in an academic atmosphere that does not accept mediocrity as the standard. GES is a school where students, educators and parents come first. A climate of respect and academic success is the expectation for all.

DoDEA Strategic Plan School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Strategies have focused on increasing reading comprehension. After varied interventions including direct instruction of skills, peer and parent tutoring, introduction of Literacy Place teaching strategies, and a home reading program sponsored by the principal, reading scores improved thirty points on a schoolwide assessment and were above the national norm on the Terra Nova.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

The ability to develop and apply a variety of strategies to solve problems was this year's focus in math. Through interventions such as Mathland problem solving activities and use of math in "real-life" hands-on situations, scores improved 32% points on our school-wide assessment. Terra Nova scores improved on an average of 1.1 percentile points.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

The school utilizes the use frequent newsletters to inform parents about school activities. There are continuous personal contracts between staff and parents. The staff contributes additional news of special events and academic achievement in classrooms. Other means of communication include Parent Orientation Evening, Open House, PTSO, SAC, conferences, home visits, and telephone calls.

Benchmark 10.8: Establish Technology for teachers and administrators

Teachers have taken advantage of many district and school computer courses. Computers were upgraded with CD-ROMS so that every classroom has multi-media capabilities. Our media center has eight different computers. Our new twenty-seven station Pentium lab Internet access is now open for student use.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	**4.3**	**3.8**	**3.9**
Co-Supporters	**3.7**	**3.5**	**3.5**
Co-Learners	**3.1**	**3.2**	**3.1**
Co-Teachers	**3.9**	**3.5**	**3.5**
Co-Advisors	**3.0**	**3.2**	**3.3**

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

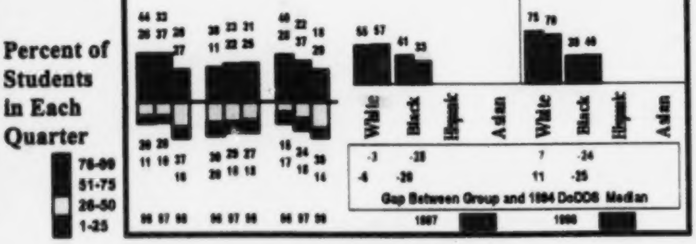
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Full School/Home Partnership was implemented in many ways. Parents worked directly with the grade levels to select areas of focus in school improvement. They participated in a Read-In and Math evening. Parents have been guest readers, co-teachers, and tutors. Parent support was acknowledged by our Passages program and a volunteer tea.

Grade 3

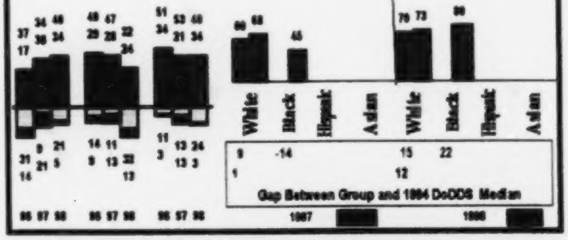
1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	45	59	50	42	52
District	53.1	58.4	49.5	51.9	50.7
DoDDS	57.1	61.4	50.5	57.2	53.4
Nation	50	50	50	50	50
# Students	49	49	49	50	49

Percent of Students in Each Quarter



Grade 5

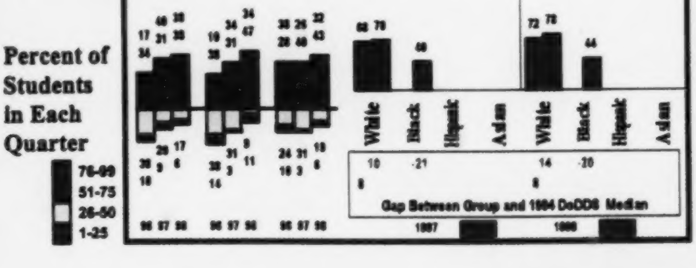
1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	65.5	62	68.5	51	71
District	64.7	60.0	61.9	56.0	59.1
DoDDS	67.5	63.4	66.1	61	63.2
Nation	50	50	50	50	50
# Students	38	38	38	38	38



Grade 6

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	65	70	66.5	62	71.5
District	61.6	62.7	63.6	57.6	63.6
DoDDS	62.7	65.2	64.7	62	64.9
Nation	50	50	50	50	50
# Students	47	47	47	47	47

Percent of Students in Each Quarter



SAT Results					
% Participating	97	NA	52%	63%	41%
	98	NA	58%	62%	43%
Math Avg Score	97	NA	460	505	511
	98	NA	462	505	512
Verbal Avg Score	97	NA	500	515	505
	98	NA	492	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Grafenwoehr ES
UNIT 28127
APO AE 09114-0005

DSN Phone: 475-7133/6132
Fax Number: 49-9641-3254
Commercial Phone:
49-9641-8544/1057

				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	39	Met	21%	62%	8%	5%	0%
5	97	52	Met	33%	65%	2%	0%	0%
5	98	33	Met	27%	70%	3%	0%	0%

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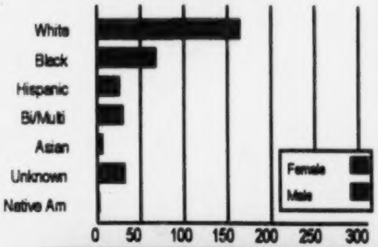
Hohenfels, Germany

Department of Defense Education Activity
Hohenfels Elementary School (PK-6)
1997/98 School Profile

Susan Somaini, Principal

School Characteristics

Student Enrollment - 317



Grade	
PreK	7
K	53
1	60
2	56
3	41
4	39
5	36
6	25
Total	317

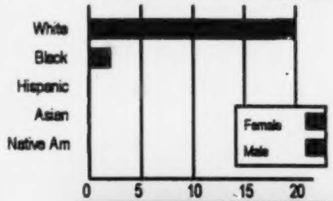
Sponsor Affiliation	
Marine	<.5%
Army	91%
Navy	<.5%
Air Force	2%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	7%
Non-US Civilians	<.5%

Special Programs			
PK-12	Special Education	50	16%
K-8	TAG	65	21%
K-12	ESL	16	5%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience	
New	0
1-3	1
4-6	1
7-10	2
> 10	18

Mobility Rate
46% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	1
Classroom Teachers	16.5
Special Education	2
Other Professionals	3.5

Teacher Education	
Degree	% Teacher
BA/BS	#Error
MA/MS	#Error
Doctorate	0%

Principal's Highlights

Our School Improvement Team is composed of parents, teachers, an administrator and community members. After review of Benchmark 3.1 we determined that we have shown sufficient growth to institutionalize the adopted strategies and select a new area.

The SILT Team selected the area of Social Studies/Science as our new Benchmark. We have focused our efforts on information gathering from maps, charts, graphs, tables and translate the information from these sources.

We have continued to expand our efforts in the area of mathematics by incorporating additional "hands on" strategies. According to report card data 95% of our students attained a B average or better grade in mathematics.

Technology has again been an area of expansion. Teachers participated in Level III training. Each classroom, computer lab and the media center all have access to Internet. Students have been trained in keyboarding, the use of available software and Internet.

Next year we anticipate continuing Benchmark 3.1 and 4.2, Social Studies/Science. Since we have attained our Goal with Benchmark 4.2, mathematics, the team will develop a new plan.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97/98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Hohenfels ES has focused on reading and interpreting information gathered from charts, graphs, tables, maps globes and diagrams. Assessment results were reviewed for instructional implications. A significant improvement was noted in the top two scoring categories (Distinguished and Proficient) while the percentage of students scoring Novice and No Response dropped drastically.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

We have successfully incorporated manipulatives into our math program. At least 95 % of the students scored in the categories of excellent and progressing. Future plans include utilizing our success in the use of manipulatives to strengthen mathematical skills in another area, ie. problem solving. Technology will continue to be integrated to strengthen math.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

As evidenced by the School/Home Partnership survey, Co-Communicators remains a strength. Parents continued to find Hohenfels Elementary a school that made every attempt to stay in constant contact with parents. Teachers felt that the majority of parents responded appropriately to messages and entreaties for help.

Benchmark 10.8: Establish Technology for teachers and administrators

The focus of our technology staff development during SY 97/98 has been on the continued training of educators to increase their technology skills. As a result of the upgrade of the computer lab to Windows NT, the classrooms will be able to utilize additional curricular software, as well as increasing student awareness of Hyper-studio and the Internet.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	3.9	3.8	3.9
Co-Supporters	3.7	3.5	3.5
Co-Learners	3.5	3.2	3.1
Co-Teachers	4.0	3.5	3.5
Co-Advisors	3.1	3.2	3.3
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

Goal 8: Parental Participation

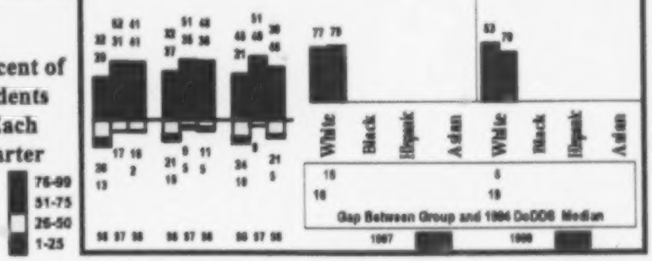
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Parents have played a vital role in the implementation of our school improvement plan. One way this was evident was the 180 invitations sent to parents for our volunteer tea. Parents volunteered in the classroom as well as participating in activities that benefited the entire school. We saw tremendous improvements in our scores on the survey for School/Home Partnership.

Grade 3

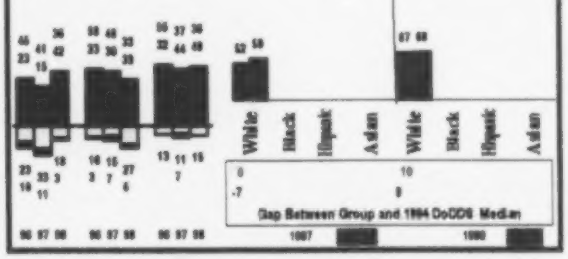
1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	66.3	75	64.8	71	67.3
District	53.1	58.4	49.5	51.9	50.7
DoDDS	57.1	61.4	50.5	57.2	53.4
Nation	50	50	50	50	50
# Students	44	44	44	44	44

Percent of Students in Each Quarter



Grade 5

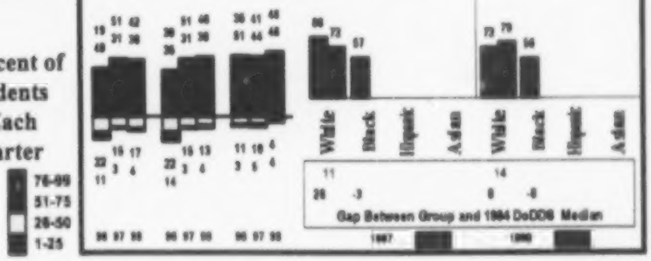
1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	71	60	63.5	59.5	68
District	64.7	60.0	61.9	56.0	59.1
DoDDS	67.5	63.4	66.1	61	63.2
Nation	50	50	50	50	50
# Students	33	33	33	33	33



Grade 6

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	70.5	73	75	68.4	68.5
District	61.6	62.7	63.6	57.6	63.6
DoDDS	62.7	65.2	64.7	62	64.9
Nation	50	50	50	50	50
# Students	24	24	24	24	24

Percent of Students in Each Quarter



SAT Results		School	District	DoDDS	Nation
% Participating	97	NA	52%	63%	41%
	98	NA	58%	62%	43%
Math Avg Score	97	NA	460	505	511
	98	NA	462	505	512
Verbal Avg Score	97	NA	500	515	505
	98	NA	492	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Hohenfels ES
UNIT 28214
APO AE 09173-0005

DSN Phone: 466-2829/2729
Fax Number: 49-9472-8632
Commercial Phone:
49-9472-737

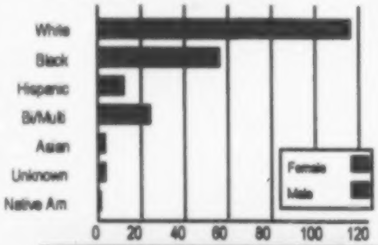
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	32	Met	41%	53%	6%	0%	0%
5	97	26	Met	42%	58%	0%	0%	0%
5	98	33	Met	27%	73%	0%	0%	0%

Hohenfels,
Germany

Department of Defense Education Activity
Hohenfels High School (7-12)
1997/98 School Profile
Michael Thompson, Principal

School Characteristics

Student Enrollment - 215



Grade	
7	45
8	51
9	40
10	30
11	27
12	22
Total	215

Sponsor Military	
Marine	<.5%
Army	81%
Navy	<.5%
Air Force	3%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	15%
Non-US Civilians	<.5%

Special Programs

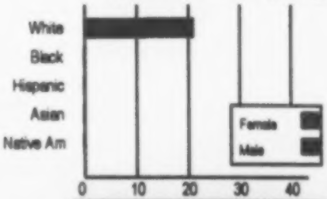
Grade Offered	Program		
PK-12	Special Education	17	8%
K-8	TAG	N/A	N/A
K-12	ESL	2	1%
1	Reading Recovery	N/A	N/A
7-12	AVID	12	
AP Courses Offered		5	
Students Taking AP Courses		24	49%

Teacher Experience

Years	Teachers
New	2
1-3	2
4-6	1
7-10	4
> 10	13

Mobility Rate
27% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	1
Classroom Teachers	19.5
Special Education	1
Other Professionals	1.5

Teacher Education

Degree	% Teacher
BA/BS	35 %
MA/MS	65 %
Doctorate	0 %

Principal's Highlights

Hohenfels High School's block schedule continues to provide an efficient framework for instruction as well as for coordination of schedules with the adjacent elementary school.

Plans continue for the design and construction of a new physical plant to be completed by August 2001.

The completion of the Local Area Network (LAN) has proven to be a great addition to the school resources.

Enrollment in Advanced Placement courses increased with students enrolled in four A.P. classes.

A comprehensive co-curricular and extra-curricular program involves well over one-half of all students in the school.

NCA accreditation without any deficiencies was received for the third consecutive year.

Strong community support and involvement in the school programs continues. Community and parents raised in excess of $20,000.00 to support Odyssey of the Mind activities.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97/98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies.

Improvement continues in the area of student writing. Teachers are becoming more demanding in writing assignments in all areas of the curriculum. Students are demonstrating better sentence and paragraph construction and less reluctance to write as a result of the emphasis placed on this area by all members of the school staff.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

Improvement was noted in mathematics performance on the 1998 Terra Nova testing by all grade levels, both gender groups and by minority groups. The number of students in the bottom two quartiles decreased at every grade level. Continued action on problem solving skills and increasing enrollment in mathematics classes is an emphasis for the school.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Monthly newsletters, mid-term progress reports and weekly grade monitoring by parental requests all help to keep the school community and individuals informed. Open House and Report Card Distribution days are quite successful with over 75% of parents attending. Mailings and media (AFN) advertising and coverage of events promotes the school.

Benchmark 10.8: Establish Technology for teachers and administrators

The completion of a school-wide Local Area Network (LAN) has proven to be an exciting resource for students and staff. Internet access has opened a world of opportunities to expand opportunities in this very rural area. Support from the community for establishing a School Web Page for school year 1998/99 makes this a top priority for the 1998/99 school year.

Average Ratings of SHIP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	3.6	3.8	3.9
Co-Supporters	3.1	3.5	3.5
Co-Learners	2.6	3.2	3.1
Co-Teachers	3.2	3.5	3.5
Co-Advisors	2.8	3.2	3.3

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

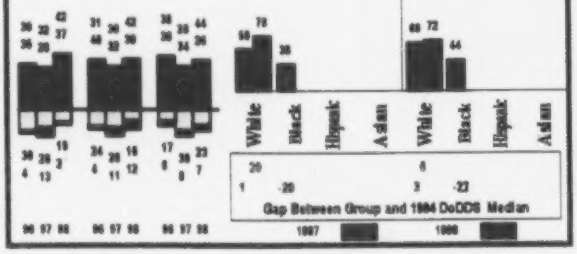
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

The development of a strong School-Home Partnership continues. In specific cases (i.e, Odyssey of the Mind and athletics) the parent involvement is extremely high and critical to the success of the programs. Parent volunteers are encouraged in many classes. Parents are very supportive of school programs and are becoming more and more willing to be involved in the school.

Grade 7

	Benchmark 3.1			**Benchmark 4.2**	
1998 Median Percentiles for:	Read	Lang	Soc Stdy	Math	Science
School	71.5	71.3	70.7	70	66
District	67.6	62.8	64.5	53.3	62.9
DoDDS	68.6	64.6	65.9	59.9	64.9
Nation	50	50	50	50	50
# Students	43	43	43	43	43

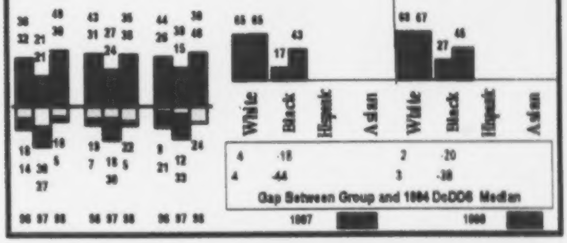
Percent of Students in Each Quarter



76-99
51-75
26-50
1-25

Grade 9

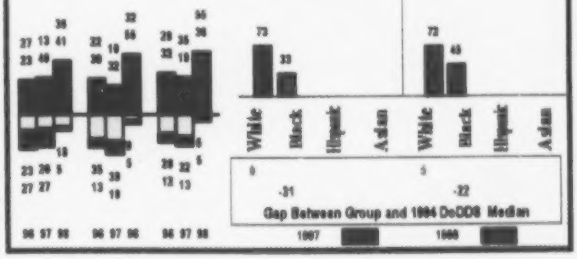
	Benchmark 3.1			**Benchmark 4.2**	
1998 Median Percentiles for:	Read	Lang	Soc Stdy	Math	Science
School	75	67.5	69.8	59	61.7
District	70.1	67.7	65.5	57.8	60.6
DoDDS	70.8	68.4	68.8	64.9	62.9
Nation	50	50	50	50	50
# Students	37	37	37	37	37



Grade 11

	Benchmark 3.1			**Benchmark 4.2**	
1998 Median Percentiles for:	Read	Lang	Soc Stdy	Math	Science
School	69.5	65.3	79	65.5	71
District	66.7	65.4	66.4	58.0	63.1
DoDDS	69.9	69	69	65.4	66.5
Nation	50	50	50	50	50
# Students	22	22	22	22	22

Percent of Students in Each Quarter



76-99
51-75
26-50
1-25

SAT Results		School	District	DoDDS	Nation
% Participating	97	89%	52%	63%	41%
	98	91%	58%	62%	43%
Math Avg Score	97	462	460	505	511
	98	426	462	505	512
Verbal Avg Score	97	489	500	515	505
	98	436	492	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Hohenfels HS
UNIT 28214
APO AE 09173-0005

DSN Phone: 466-4300/4818
Fax Number: 49-9472-1013/744
Commercial Phone:
49-9472-1205

DoDEA Writing Assessment

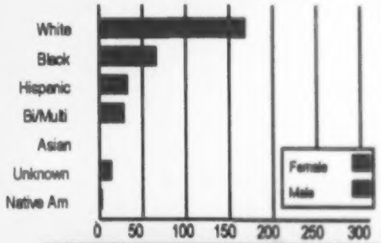
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	96	29	Not Met	14%	17%	41%	28%	0%
8	97	44	Met	25%	57%	11%	7%	0%
8	98	50	Met	32%	44%	18%	2%	4%
10	96	30	Not Met	7%	50%	33%	10%	0%
10	97	28	Met	46%	39%	11%	4%	0%
10	98	28	Not Met	14%	46%	14%	14%	11%

Illesheim,
Germany

Department of Defense Education Activity
Illesheim Elementary/Middle School (PK-8)
1997/98 School Profile
Donald J. Ness, Principal

School Characteristics

Student Enrollment - 289



Grade	
PreK	1
K	45
1	42
2	40
3	26
4	38
5	27
6	28
7	21
8	21
Total	289

Sponsor Affiliation	
Marine	<.5%
Army	93%
Navy	<.5%
Air Force	2%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	5%
Non-US Civilians	<.5%

Special Programs

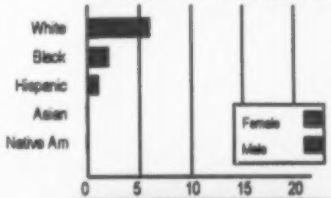
Grade Offered	Program		
PK-12	Special Education	35	12%
K-8	TAG	45	16%
K-12	ESL	8	3%
1	Reading Recovery	12	29%
7-12	AVID	N/A	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teacher
New	1
1-3	1
4-6	0
7-10	0
> 10	17

Mobility Rate
33% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	1
Classroom Teachers	15
Special Education	2
Other Professionals	4.5

Teacher Education

Degree	Teacher
BA/BS	19 %
MA/MS	77 %
Doctorate	4 %

Principal's Highlights

Illesheim Elementary/Middle School community worked very hard to build upon the DoDEA strategic plan for SY 97-98. We have followed the benchmarks as a guiding light to improve student achievement. The implementation of the new Reading and Language Arts program was organized by staff members to make it a smooth transition for our students. The technology committee continued to provide training for our staff which improved instruction for our students. The Sure Start program was a success and parent involvement was outstanding. School/Home Partnership was increased by having an activity once a month for parents, students, and teachers. The parent volunteer program led by our PTSA Vice President was a great boost for the school. The TAG teacher organized an Arts program for our school which enhanced the global community for our students along with the Paris trip for grades 4 and 5.

The Chalk Dust played an important part of communication for the Illesheim community. We improved significantly on the overall Terra Nova test scores when compared to the national norms. Citizenship awards and outstanding achievement awards were given out to students every nine weeks at assemblies.

DoDEA Strategic Plan School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies.

Holistically-scored student writing showed substantial improvement overall. Emphasis on the writing process and increased student reading were our priorities. The addition of Accelerated Reader testing sites in classroom computers has substantially increased the usage rate for Accelerated Reader. Students are making progress towards the goal of 80% comprehension.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Males have a slight edge in math scores in grades 3, 4, 6, and 7. Females have a substantial edge in scores in grade 8. Whites have higher scores in all grades from 3 to 8. The range is from a low of 8 to a high of 15 points. The numbers of Hispanics (7), biracial/multiracial (3), and Asian/Pacific islanders (3) is too small to draw any significant conclusions.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

The school is intimately tied into all community activities through a number of established forums. The school building is fully utilized by a large number of community activities. Several teachers continue to participate in district and DoDEA level initiatives.

Benchmark 10.8: Establish Technology for teachers and administrators

Illesheim Elementary/Middle School community worked very hard to build upon the DoDEA strategic plan for SY 97-98. We have followed the benchmarks as a guiding light to improve student achievement. The implementation of the new Reading and Language Arts program was organized by staff members to make it a smooth transition for our students.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.8	3.8	3.9
Co-Supporters	3.6	3.5	3.5
Co-Learners	2.9	3.2	3.1
Co-Teachers	3.2	3.5	3.5
Co-Advisors	3.1	3.2	3.3

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

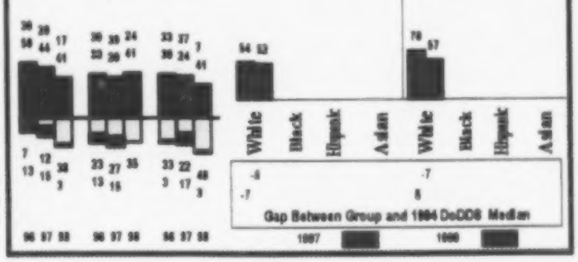
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

The school receives positive comments from the community on its communication with parents. The school weekly newsletter, Chalkdust, provides parents with updates on programs and activities, describes up coming events, and serves as a public forum for recognition of student performance and parent volunteers. School has a very high percentage of parent volunteers.

Grade 3

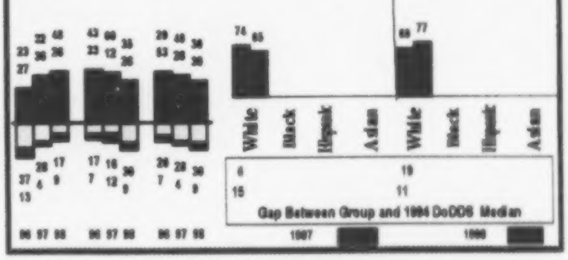
1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	57	57.3	50	53.7	59
District	53.1	58.4	49.5	51.9	50.7
DoDDS	57.1	61.4	50.5	57.2	53.4
Nation	50	50	50	50	50
# Students	29	29	29	29	29

Percent of Students in Each Quarter



Grade 5

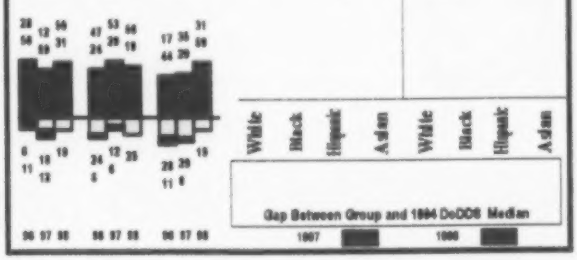
1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	69	55	63	54	56
District	64.7	60.0	61.9	56.0	59.1
DoDDS	67.5	63.4	66.1	61	63.2
Nation	50	50	50	50	50
# Students	23	23	23	23	23



Grade 8

1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	75.5	83.3	65	75.3	53
District	60.0	65.1	61.3	58.9	57.1
DoDDS	59.8	64.3	62.7	61.3	60.7
Nation	50	50	50	50	50
# Students	16	16	16	16	16

Percent of Students in Each Quarter



SAT Results					
		School	District	DoDDS	Nation
% Participating	97	NA	52%	63%	41%
	98	NA	58%	62%	43%
Math Avg Score	97	NA	460	505	511
	98	NA	462	505	512
Verbal Avg Score	97	NA	500	515	505
	98	NA	492	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Illesheim ES/MS
CMR 416, BOX J
APO AE 09140-0005

DSN Phone: 467-4631/4731
Fax Number: 49-9841-8987
Commercial Phone:
49-9841-8408

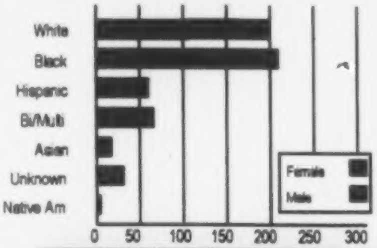
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	31	Met	61%	36%	0%	3%	0%
5	97	24	Met	38%	58%	4%	0%	0%
5	98	23	Met	30%	65%	4%	0%	0%
8	96	17	Not Met	18%	41%	35%	6%	0%
8	97	17	Met	41%	47%	6%	6%	0%
8	98	14	Not Met	29%	43%	14%	14%	0%

Kitzingen,
Germany

Department of Defense Education Activity
Kitzingen Elementary School (PK-4)
1997/98 School Profile
Janet Colvin, Principal

School Characteristics

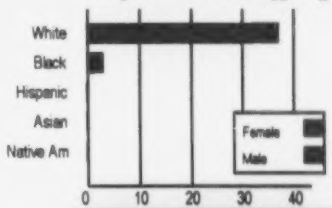
Student Enrollment - 579



Grade	
PreK	16
K	123
1	122
2	109
3	117
4	92
Total	579

Sponsor Affiliation	
Marine	<.5%
Army	98%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	2%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program		
PK-12	Special Education	72	12%
K-8	TAG	26	4%
K-12	ESL	15	3%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	0
4-6	1
7-10	1
> 10	27

Mobility Rate
25% Per Year

School Staff

Category	FTE
Administrators	2
Classroom Teachers	25
Special Education	3.5
Other Professionals	7.5

Teacher Education

Degree	% Teachers
BA/BS	38 %
MA/MS	57 %
Doctorate	5 %

Principal's Highlights

Following a very successful NCA visit last school year, the staff of Kitzingen Elementary School continued to make progress toward our SIP goals for School Year 1997-98.

Working to actively involve parents as partners in education, we opened a new Parent Center this year. Parents used the center throughout the year, participating in workshops and parent support groups. Resource materials were readily available to parents on a variety of educational issues including curricular implementations, parenting, and homework. Films, books, magazines, and take-home materials were provided for parents as we became co-learners.

With new leadership on the SILT team, we continued to make progress on our goals of improving mathematical communication skills and increasing written communication through student compositions.

LAN was installed in the Media Centers of both of our buildings, new computers with CD Rom capabilities in classrooms and labs, and increased use of both computer labs, technology became embedded in the curriculum, as well as in our communication. The staff became more proficient in the use of technology through in-service and workshops.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97/98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Improving student's writing skills has been a school-wide goal. Overall, the results of the school writing scores show a positive increase in the development of students writing skills. Assessment results were used to guide instructional decisions.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Students were assessed using the Mathland rubric. Data was collected quarterly. The results show an overall increase in the number of children in the highest level of the Mathland rubric. Teachers have increasingly used techniques to help students improved their mathematical skills.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

As we worked towards improved co-communication between parents, staff members, community members, and students, a variety of strategies were used this school year. We kept open lines of communication through the parent and classroom newsletters, formal and informal notes to and from home, calls, and parent conferences which were highly supported by the military community.

Benchmark 10.8: Establish Technology for teachers and administrators

Technology continues to be a high priority benchmark for Kitzingen ES. Staff development was provided in the use of CD-ROMS, MS Word, ccMail, and Print Shop. The media center is currently being LANed providing greater internet accessibility for our students. By school year 98/99, we will have two complete Pentium labs established to serve our students' technological needs.

Average Ratings of SIIP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	4.1	3.8	3.9
Co-Supporters	3.6	3.5	3.5
Co-Learners	3.6	3.2	3.1
Co-Teachers	3.4	3.5	3.5
Co-Advisors	3.3	3.2	3.3

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

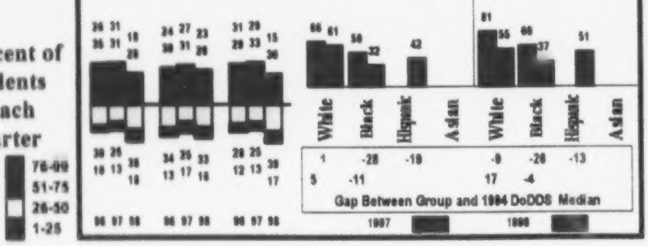
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

A Parent Center was opened this year. Parents participated as Co-Learners, Co-Supporters, Mentors, and Co-Teachers to support a high level of communication between school and home. Writing and math activities were shared with parents through a Bi-weekly newsletter. Teachers explained the school-wide writing rubrics to parents with newsletters and meetings.

Grade 3

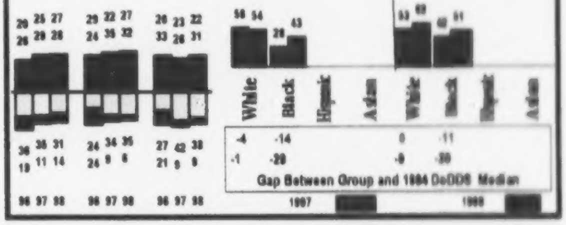
1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	46.3	51.7	48.6	46	44
District	53.1	58.4	49.5	51.9	50.7
DoDDS	57.1	61.4	50.5	57.2	53.4
Nation	50	50	50	50	50
# Students	103	103	103	103	103

Percent of Students in Each Quarter



Grade 4

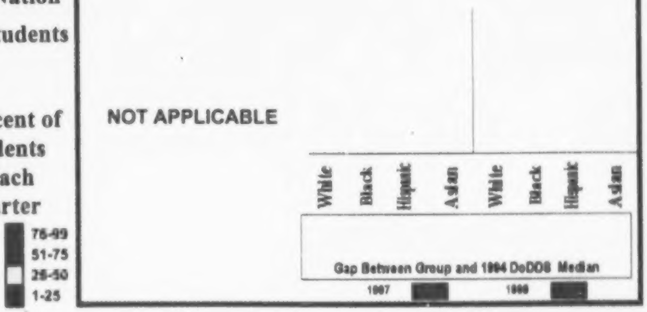
1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	55.3	58.8	53	46	55
District	63.1	61.9	60.1	54.5	60.0
DoDDS	65.1	62.8	63.6	61	61.2
Nation	50	50	50	50	50
# Students	78	78	77	78	77



1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School					
District					
DoDDS					
Nation					
# Students					

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results		School	District	DoDDS	Nation
% Participating	97	NA	52%	63%	41%
	98	NA	58%	62%	43%
Math Avg Score	97	NA	460	505	511
	98	NA	462	505	512
Verbal Avg Score	97	NA	500	515	505
	98	NA	492	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Kitzingen ES
UNIT 26124
APO AE 09031-0005

DSN Phone: 355-8837/8637
Fax Number: 49-9321-23223
Commercial Phone:
49-9321-24100/23191

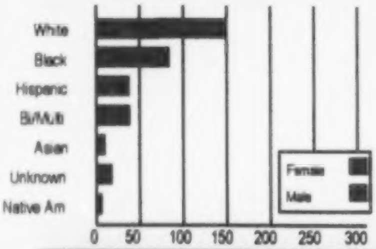
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable

Ansbach, Germany

Department of Defense Education Activity
Rainbow Elementary/Middle School (PK-6)
1997/98 School Profile
C. Margaret Deatherage, Principal

School Characteristics

Student Enrollment - 319



Grade	
PreK	6
K	50
1	57
2	47
3	38
4	41
5	40
6	40
Total	319

Sponsor Affiliation	
Marine	<.5%
Army	92%
Navy	<.5%
Air Force	3%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	4%
Non-US Civilians	<.5%

Special Programs

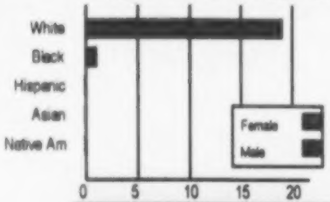
Grade Offered	Program		
PK-12	Special Education	35	11%
K-8	TAG	42	13%
K-12	ESL	28	9%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teacher
New	0
1-3	1
4-6	0
7-10	3
> 10	11

Mobility Rate
51% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	1
Classroom Teachers	13.5
Special Education	3
Other Professionals	3.5

Teacher Education

Degree	Teachers
BA/BS	50 %
MA/MS	50 %
Doctorate	0 %

Principal's Highlights

Rainbow is located in a beautiful ,wooded area of Ansbach, Germany. The building's architecture is very attractive, and it is well-designed for the elementary level. Rainbow follows a standard DoDDS and Stateside curriculum. The staff, students , and community are friendly and welcoming. Some of the achievements this year, in addition to the ones listed on the right, are as follows: initiation of a Sure Start (Head Start), Accelerated Reader, hosted District Language Arts Fest, chorus, band, music programs presented by all grade levels, Artist-in -Residence programs (thanks to Wuerzburg District Office funding), Science Expo, Dr. Seuss's Birthday Reading Night, several book fairs, many trips to various sites in Germany including the Bad Windsheim Open Air Museum, the Nuremberg Zoo, the Stuttgart Planetarium, the Opera Ballet, Rothenburg ob der Tauber, and the grade 5 outdoor education trip to Hinterbrand; singing for the Ansbach Christkindl Markt, Jump Rope for Heart, Student Council, German Club, Talent Show, After-School Sports, Field Day, Volksmarch , many Honor Roll students, and six Presidential Academic Award winners. At Rainbow, we believe that every child has something special to offer. We look for the best, and we find a special spark in every child. "Knowledge is GOLD at Rainbow."

DoDEA Strategic Plan: School Improvement Implementation
School Year 97/98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

This has been an exciting year in reading for all DoDDS and Rainbow is no exception. This is the initial year of our new reading/language arts series, Literacy Place. The four lead teachers at our school devoted much time to training the rest of the staff in the new program. The program will be fully implemented in the 1998-1999 school year.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

According to test scores Rainbow School has a narrow gap between racial/ethnic and gender groups. This year's School Improvement Plan emphasized both calculation and problem solving in math. We follow the DoDDS curriculum in math using the Mathland series and supplementing it as needed. Rainbow plans to continue expanding on these goals.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

The "Communicator" is our weekly newsletter. It keeps parents up-to-date on activities, educational issues, and the school calendar. There is a quarterly student newspaper. Contact with the base is maintained via SAC, IAC, and weekly headquarters' meetings. Parents come to the school regularly to volunteer, visit classrooms, and attend programs and events.

Benchmark 10.8: Establish Technology for teachers and administrators

In the "King and I," one song's lyrics go "...By your pupils you'll be taught." Rainbow is lucky to be the proud possessor of a new Windows NT lab. Thanks to some "techies" on our staff it was set up in less than two weeks and LAN'ed in four. Due to last year's ordering by the school and DoDEA site license help, there are many educational programs.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	3.2	3.8	3.9
Co-Supporters	3.8	3.5	3.5
Co-Learners	3.9	3.2	3.1
Co-Teachers	3.3	3.5	3.5
Co-Advisors	3.0	3.2	3.3
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

Goal 8: Parental Participation

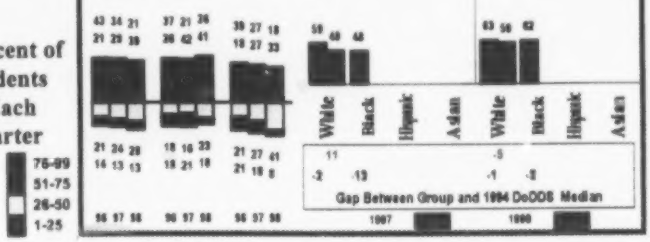
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Parents are very involved at Rainbow. There is an active volunteer program. PTSA, and Parent Center. The school sponsors family field trips to such places as Eichstatt for fossil digging and to the Germanische Museum in Nurnberg. There are after school family activities such as art club and cooking club. The school sponsors "Jump Start Birth to Five" to share educational readiness ideas.

Grade 3

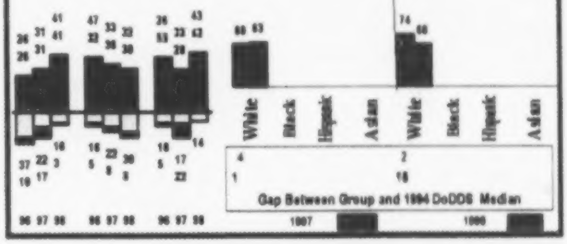
1998 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	56.7	59	52	49.3	56.7
District	53.1	58.4	49.5	51.9	50.7
DoDDS	57.1	61.4	50.5	57.2	53.4
Nation	50	50	50	50	50
# Students	39	39	39	39	39

Percent of Students in Each Quarter



Grade 5

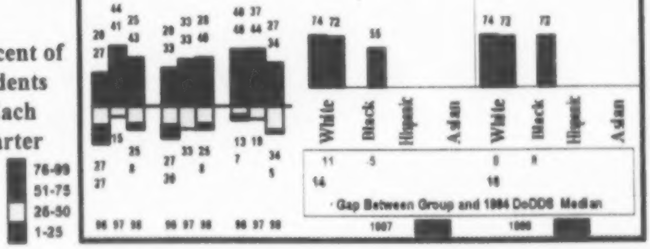
1998 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	71.5	62	72.2	58.6	63
District	64.7	60.0	61.9	56.0	59.1
DoDDS	67.5	63.4	66.1	61	63.2
Nation	50	50	50	50	50
# Students	37	37	37	37	37



Grade 6

1998 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	68.5	59	59.7	60	70
District	61.6	62.7	63.6	57.6	63.6
DoDDS	62.7	65.2	64.7	62	64.9
Nation	50	50	50	50	50
# Students	40	40	41	41	41

Percent of Students in Each Quarter



SAT Results		School	District	DoDDS	Nation
% Participating	97	NA	52%	63%	41%
	98	NA	58%	62%	43%
Math Avg Score	97	NA	460	505	511
	98	NA	462	505	512
Verbal Avg Score	97	NA	500	515	505
	98	NA	492	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Rainbow ES
UNIT 28614, BOX 0040
APO AE 09177-0005

DSN Phone: 468-7806
Fax Number: 49-981-5539
Commercial Phone:
49-981-15984

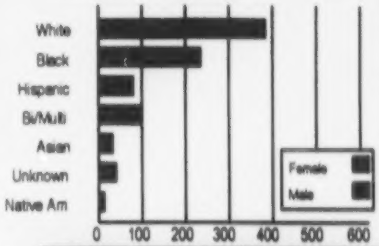
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	19	Met	37%	47%	16%	0%	0%
5	97	35	Met	20%	74%	3%	3%	0%
5	98	36	Met	14%	81%	6%	0%	0%

Schweinfurt, Germany

Department of Defense Education Activity
Schweinfurt Elementary School (PK-5)
1997/98 School Profile
Daniel J. Osgood, Principal

School Characteristics

Student Enrollment - 861



Special Programs			
Grade Offered	Program		
PK-12	Special Education	141	16%
K-8	TAG	66	8%
K-12	ESL	38	4%
1	Reading Recovery	20	12%
7-12	AVID	N/A	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

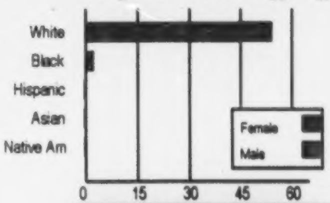
Grade	
PreK	33
K	173
1	164
2	136
3	142
4	105
5	108
Total	861

Sponsor Affiliation	
Marine	<.5%
Army	98%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	2%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	2
1-3	4
4-6	2
7-10	4
> 10	50

Mobility Rate
42% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	34
Special Education	6.5
Other Professionals	12.5

Teacher Education	
Degree	Teachers
BA/BS	34 %
MA/MS	66 %
Doctorate	0 %

Principal's Highlights

SES provides an outstanding learning environment for our PreK -5 population. The school has 46 general purpose classrooms, an information center, gym, computer labs, a multipurpose room and a counseling suite. A Sure Start program will be offered for SY 98-99.

In April 1998 our school and community were commended by the NCA Visitation Team for the professionalism of the staff, the variety of effective instructional practices, the commitment to staff development, students' pride in school & academic work, successful implementation of the writing process, technology infusion, and the continuance of exceptional practices enhancing a community of learners.

Selected as a Framework school, extensive self studies through various assessments have been conducted by the Staff to assess and evaluate how we can improve performance to accelerate student academic achievement. It should be noted that alternative assessments are utilized by the staff with increased proficiency.

SES prides itself on its attention to the total academic, social and physical development of each child. Praiseworthy has been the school's fostering of an exceptional school climate which promotes growth for every student and staff member daily.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Action Plan data indicated positive growth towards our goals across the board. Writing Holistic scores of 3&4 increased from 4% K - 27% 5th grade w/ all grades showing positive results. Lang Arts Terra Nova scores increased at all grade levels tested from 5 to 10 pts. CTB writing sample scores increased. Our NCA report was outstanding w/ praise for 3.1 goals & results.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Our goal of increasing computation and problem solving skills included a variety of approaches by the various grade levels, all showed varying degrees of success on action plan assessments. NCA praised our variety of strategies, assessments and results. Terra Nova results showed a 15.3 - 21.2 pt. gain in Math at 3rd and 5th grades w/ dramatic reductions in achievement gaps.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

All classrooms were connected to the LAN. Cc:mail was made available in all rooms by mid-year increasing communication opportunities within the school as well as from this school to all parts of our district and throughout DoDEA.

Benchmark 10.8: Establish Technology for teachers and administrators

This year our Computer Lab, with weekly classes at all grade levels, got up and running. Our LAN System was operational by mid-year with Internet being made available in all classrooms. Various inservice opportunities were made available for both teachers and students on an after-school basis. Parents were invited to participate in an Internet Night w/ their child.

Average Ratings of SIP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	4.1	3.8	3.9
Co-Supporters	4.3	3.5	3.5
Co-Learners	3.8	3.2	3.1
Co-Teachers	4.0	3.5	3.5
Co-Advisors	3.6	3.2	3.3

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

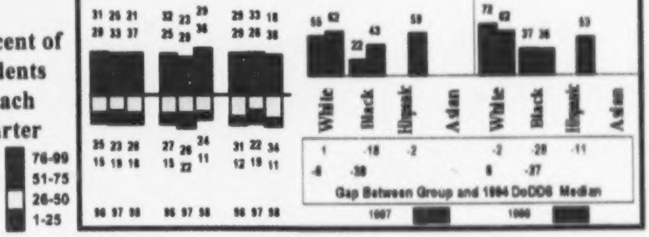
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

In late June, the SIP chair spoke at the Commander's Conference in an effort to enlist the support of the Military Comm. for this program, resulting in command support for "Soldiers in the Classroom". Soldiers participated regularly in selected classrooms. Over 150 parents volunteered >50 to help with classroom instruction, projects, and various activities.

Grade 3

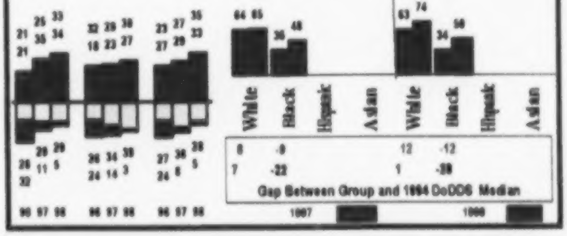
1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	57.4	63.5	51.6	57.8	53
District	53.1	58.4	49.5	51.9	50.7
DoDDS	57.1	61.4	50.5	57.2	53.4
Nation	50	50	50	50	50
# Students	110	110	114	111	113

Percent of Students in Each Quarter



Grade 4

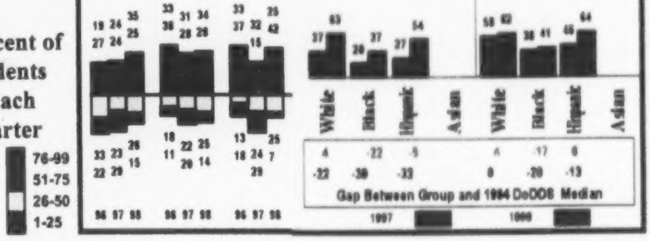
1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	63.7	58	65.8	55	63
District	63.1	61.9	60.1	54.5	60.0
DoDDS	65.1	62.8	63.6	61	61.2
Nation	50	50	50	50	50
# Students	89	89	89	89	89



Grade 5

1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	58.5	67	60.7	51.3	48.6
District	64.7	60.0	61.9	56.0	59.1
DoDDS	67.5	63.4	66.1	61	63.2
Nation	50	50	50	50	50
# Students	94	94	95	94	94

Percent of Students in Each Quarter



SAT Results					
		School	District	DoDDS	Nation
% Participating	97	NA	52%	63%	41%
	98	NA	58%	62%	43%
Math Avg Score	97	NA	460	505	511
	98	NA	462	505	512
Verbal Avg Score	97	NA	500	515	505
	98	NA	492	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Schweinfurt ES
CMR 457
APO AE 09033-0005

DSN Phone: 354-6734/6518
Fax Number: 49-9721-803905
Commercial Phone:
49-9721-81893

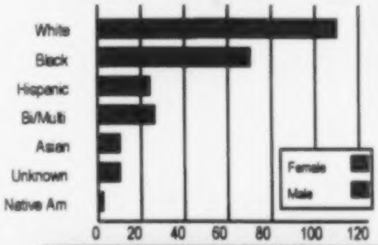
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	73	Not Met	29%	41%	22%	4%	1%
5	97	81	Met	17%	59%	12%	9%	2%
5	98	97	Met	10%	84%	5%	0%	1%

Schweinfurt, Germany

Department of Defense Education Activity
Schweinfurt Middle School (6-8)
1997/98 School Profile
E.B. Stafford, Principal

School Characteristics

Student Enrollment - 252



Special Programs			
Grade Offered	Program		
PK-12	Special Education	23	9%
K-8	TAG	N/A	N/A
K-12	ESL	15	6%
1	Reading Recovery	N/A	N/A
7-12	AVID	18	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

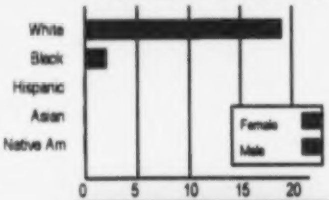
Grade	
6	95
7	85
8	72
Total	252

Sponsor Affiliation	
Marine	<.5%
Army	97%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	3%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	0
1-3	1
4-6	2
7-10	5
> 10	12

Mobility Rate
28% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	1
Classroom Teachers	18.5
Special Education	1
Other Professionals	1.5

Teacher Education	
Degree	% Teachers
BA/BS	52 %
MA/MS	48 %
Doctorate	0 %

Principal's Highlights

Two years of School Improvement came to a culmination when the NCA team validated the successes of our progress in the areas of writing achievement, problem-solving, school/home partnership and technology. We were not surprised, but pleased that our efforts were observed.

Schweinfurt Middle School's efforts to communicate high expectations and the school improvement plan were evident. One of the areas of pride is the participation by all students in the implementation of the SIP. Our student council members presented SIP information at each monthly grade level meeting to their peers. Students assisted in the training of parents during the PTSA and Home/School partnership meetings. Some of this training focused on what SIP is and what our target goals are. Training in using the rubric to score the students' writing samples was another area of focus.

Communication between all school community stakeholders and continual feedback from all meetings and surveys led to decisions being done through consensus. This has led to greater cooperation between staff, students and parents as a greater understanding of the SIP has developed. Participation in evaluation by the school community has developed a clarity in expectations and support for the school.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Seventy-six percent of our eighth grade students performed at the "Distinguished" or "Proficient" levels. Factors contributing to this success are many. Teachers making writing a priority in all classrooms and parents taking an active part in supporting their children's achievement have led to better writing skills for students.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

Students were instructed in the steps to problem solving and given extensive opportunities to use the process in several content areas. A pretest and a posttest was given to measure progress. Teachers, parents and students were involved in scoring the tests and evaluating the process. Professional staff were involved in several district inservices which focused on problem -solving.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

The SILT and the administration have established a communication cycle. This has ensured that all stakeholders are provided with information and have an opportunity to review, discuss and provide their viewpoints for the development and implementation of the School Improvement Plan. This includes regular verbal forums and written communication in the form of letters and newsletters.

Benchmark 10.8: Establish Technology for teachers and administrators

SMS was one of the first schools to have a computer in every classroom with LAN for teacher's use. The staff have been involved in training and the implementation of a technology strand within their curriculum areas. The staff has also been instrumental in playing an active part in the Wuerzburg District's cadre for developing curriculum and the teacher training program.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	**3.8**	**3.8**	**3.9**
Co-Supporters	**3.0**	**3.5**	**3.5**
Co-Learners	**3.0**	**3.2**	**3.1**
Co-Teachers	**2.0**	**3.5**	**3.5**
Co-Advisors	**3.2**	**3.2**	**3.3**
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

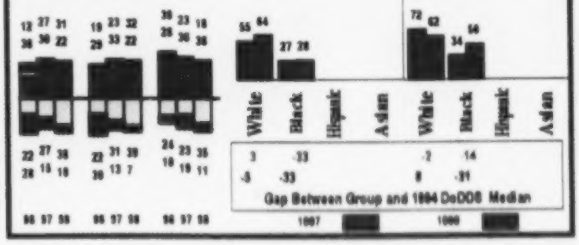
The focus of SMS has been to promote active parent involvement which has been accomplished through joint School-Home Partnership and PTSA meetings. These meetings have focused on promoting student achievement. Each meeting provided the parent with information about the school improvement process and an opportunity to participate in some capacity.

Grade 6

1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	52.7	53.7	55	47.3	59.5
District	61.6	62.7	63.6	57.6	63.6
DoDDS	62.7	65.2	64.7	62	64.9
Nation	50	50	50	50	50
# Students	72	72	72	71	72

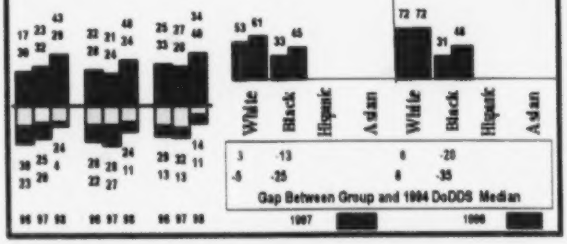
Percent of Students in Each Quarter

76-99
51-75
26-50
1-25



Grade 7

	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	68	66.5	65.5	56.5	69.9
District	67.6	62.8	64.5	53.3	62.9
DoDDS	68.6	64.6	65.9	59.9	64.9
Nation	50	50	50	50	50
# Students	70	70	70	70	70

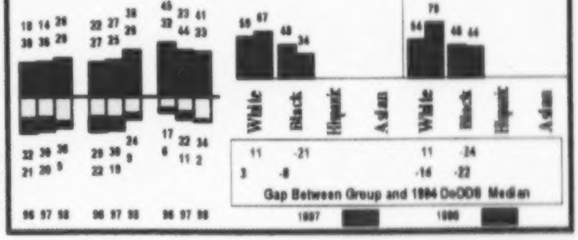


Grade 8

1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	53	63	65.7	50	71.4
District	60.0	65.1	61.3	58.9	57.1
DoDDS	59.8	64.3	62.7	61.3	60.7
Nation	50	50	50	50	50
# Students	55	55	56	54	54

Percent of Students in Each Quarter

76-99
51-75
26-50
1-25



SAT Results					
		School	District	DoDDS	Nation
% Participating	97	NA	52%	63%	41%
	98	NA	58%	62%	43%
Math Avg Score	97	NA	460	505	511
	98	NA	462	505	512
Verbal Avg Score	97	NA	500	515	505
	98	NA	492	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Schweinfurt MS
CMR 457
APO AE 09033-0005

DSN Phone: 354-6812
Fax Number: 49-9721-84363
Commercial Phone:
49-9721-804301

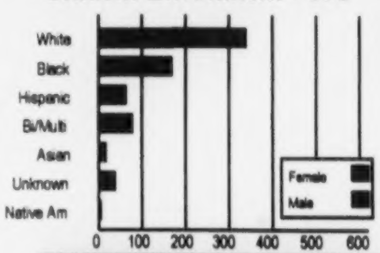
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	96	49	Met	33%	45%	20%	2%	0%
8	97	56	Met	41%	50%	5%	2%	2%
8	98	53	Met	58%	36%	6%	0%	0%

Vilseck,
Germany

Department of Defense Education Activity
Vilseck Elementary School (PK-6)
1997/98 School Profile
Martin M. Kinney, Principal

School Characteristics

Student Enrollment - 698



Grade	
PreK	12
K	112
1	110
2	100
3	106
4	101
5	81
6	76
Total	698

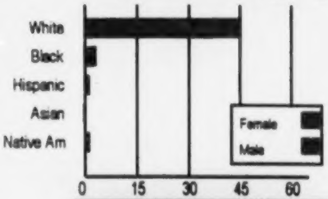
Special Programs			
Grade Offered	Program		
PK-12	Special Education	79	11%
K-8	TAG	65	9%
K-12	ESL	32	5%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

Sponsor Affiliation	
Marine	<.5%
Army	96%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	3%
Non-US Civilians	<.5%

Teacher Experience	
Year	Teacher
New	1
1-3	3
4-6	0
7-10	5
> 10	42

Mobility Rate
40% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	32.5
Special Education	5
Other Professionals	11

Teacher Education	
Degree	% Teachers
BA/BS	30 %
MA/MS	70 %
Doctorate	0 %

Principal's Highlights

Vilseck Elementary School continued to move forward this year in our school improvement activities.

The School Improvement Leadership Team continued to make constructive contributions to school improvement efforts.

In trying to make parents feel even more welcome to our school, we opened a Parent Center during the second semester, filled it with educational information, and asked parents about what they wanted in their center.

The staff emphasized increasing students' skills in writing and solving math problems. They used many creative teaching strategies in addressing these areas of the curriculum. The staff also developed and then scored rubrics which effectively assessed students' progress in those areas.

In the area of technology, teachers continued to make giant strides in their knowledge of technology. This year more staff members became efficient in using the Internet. Teachers received training on our new Windows NT lab, which directly benefited our students. By the end of the year our school expects to have a home page on the Internet.

DoDEA Strategic Plan: School Improvement Implementation School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies.

Once each semester, a random sample of students' writing is collected and scored analytically using a rubric. Teachers have effectively employed a number of strategies as indicated in the school improvement plan. Teachers meet on a regular basis to discuss the instructional implications of writing assessment. Overall growth is evident at all grade levels.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Once each semester, an example of students' problem solving is collected and scored analytically using a rubric. Teachers have effectively employed a number of strategies and meet on a regular basis to discuss the instructional implications of problem solving assessment information. A review of the data indicates improvement across all grade levels and performance levels.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

The parent newsletter was distributed bi-monthly to keep our families infomed of school issues. To improve two-way communication, on three occasions customer surveys were attached so parents could make suggestions to improve our school. Teachers continued to send home informative classroom newsletters. At least one teacher used interactive homework.

Benchmark 10.8: Establish Technology for teachers and administrators

The focus of our technology staff development during SY 97/98 has been on the training of educators to increase their technology skills. We will continue to emphasize teacher skills at level 3 while expanding staff development efforts aimed at classroom applications for increasing students' skills. All teachers were trained in Windows NT, use of a network, and grade appropriate activities.

Average Ratings of SHP Progress

Tier	School	District	DoDDS
Co-Communicators	4.3	3.8	3.9
Co-Supporters	3.9	3.5	3.5
Co-Learners	3.7	3.2	3.1
Co-Teachers	3.8	3.5	3.5
Co-Advisors	3.3	3.2	3.3

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

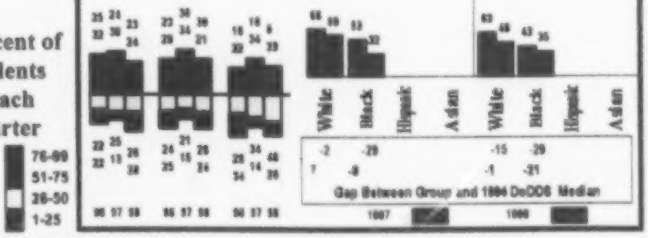
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Based upon the results of the School/Home Partnership Self-Evaluation, we have decided to focus on strengthening the Co-Supporters and Co-Learners tiers by actively encouraging and training parents to present and share their special areas of expertise. We will focus on home learning practices, use of community resources, and creating connections with Child Development.

Grade 3

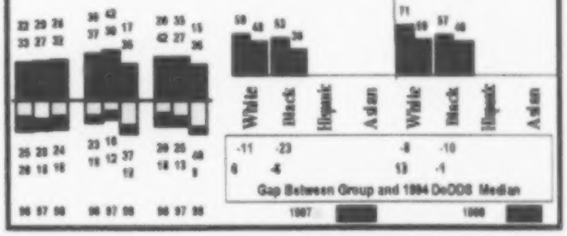
1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	47.3	51.5	43.5	56	42.4
District	53.1	58.4	49.5	51.9	50.7
DoDDS	57.1	61.4	50.5	57.2	53.4
Nation	50	50	50	50	50
# Students	102	102	101	103	103

Percent of Students in Each Quarter



Grade 5

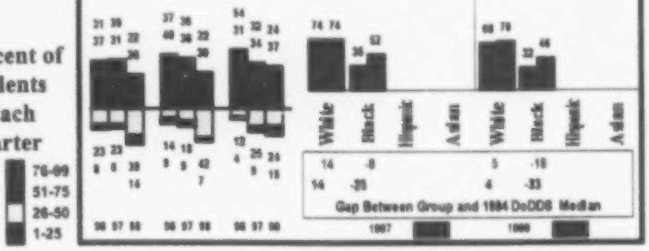
1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	60	51	50.8	45	47
District	64.7	60.0	61.9	56.0	59.1
DoDDS	67.5	63.4	66.1	61	63.2
Nation	50	50	50	50	50
# Students	78	78	80	80	80



Grade 6

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	49.8	52	55.8	59	59.5
District	61.6	62.7	63.6	57.6	63.6
DoDDS	62.7	65.2	64.7	62	64.9
Nation	50	50	50	50	50
# Students	74	74	75	74	75

Percent of Students in Each Quarter



SAT Results

		School	District	DoDDS	Nation
% Participating	97	NA	52%	63%	41%
	98	NA	58%	62%	43%
Math Avg Score	97	NA	460	505	511
	98	NA	462	505	512
Verbal Avg Score	97	NA	500	515	505
	98	NA	492	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Vilseck ES
UNIT 28040
APO AE 09112-0005

DSN Phone: 476-2812/2673
Fax Number: 49-9662-7385
Commercial Phone:
49-9662-8431

DoDEA Writing Assessment

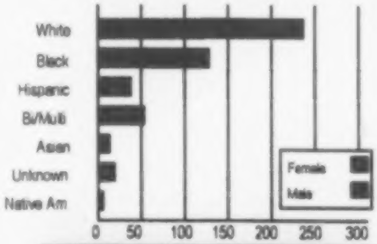
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	85	Not Met	25%	46%	21%	6%	2%
5	97	85	Met	32%	54%	7%	6%	1%
5	98	77	Met	8%	70%	17%	4%	1%

Vilseck, Germany

Department of Defense Education Activity
Vilseck High School (7-12)
1997/98 School Profile
David Witte, Principal

School Characteristics

Student Enrollment - 493



Grade	
7	112
8	86
9	93
10	67
11	79
12	56
Total	493

Sponsor Affiliation	
Marine	<.5%
Army	79%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	20%
Non-US Civilians	<.5%

Special Programs

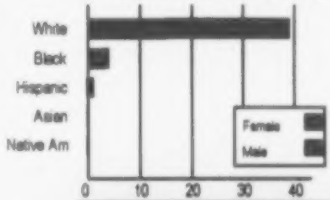
Grade Offered	Program		
PK-12	Special Education	35	7%
K-8	TAG	N/A	N/A
K-12	ESL	7	1%
1	Reading Recovery	N/A	N/A
7-12	AVID	30	▨
AP Courses Offered		7	▨
Students Taking AP Courses		49	36%

Teacher Experience

Years	Teachers
New	1
1-3	1
4-6	0
7-10	3
> 10	29

Mobility Rate
27% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	2
Classroom Teachers	38
Special Education	2
Other Professionals	3

Teacher Education

Degree	% Teachers
BA/BS	34 %
MA/MS	66 %
Doctorate	0 %

Principal's Highlights

Having increased its student and parent participation through school policy's decision-making process, Vilseck High School has stressed Success for All Students. Staff, students, and sponsors have worked to reduce the failure rate in all classes. Staff members and supportive parents have fostered a caring attitude that allows students to overcome easily the transitions from elementary to middle to high school. Studying assessment instruments and utilizing rubrics in all academic writing assignments has remained a staff development priority to assist students academically to succeed. Inclusion has become integral.

Teachers and counselors work to insure academic success for all students. Staff development continues to support greater computer literacy which is evident in increased computer usage for students and staff. Student recognition has remained a priority through the Renaissance program, awards assemblies, and Command/Community Recognition Days. Our Home/School Partnership organization, Boys to Men, Women for Life, the Booster Club, PTSA, and music department provide excellent opportunities to include greater community involvement. Staff, administration, and community continue to work together to insure quality education.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97/98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Teachers practiced collaboratively in using rubrics to grade written work. Assessment instruments were studied and utilized to measure student progress. Grammar and mechanics pre/post tests gave positive results for all seventh and eighth graders. Computers were utilized for middle and high school language arts instruction.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

To better prepare middle and high school students for academically challenging mathematics classes, the math department, assisted by the district mathematics coordinator, continued to explore problem-solving techniques to improve learning for all students as a life-long learning process.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

The Principal's Newsletter shares school information and solicits input from the community. The School Improvement Leadership Team, School/Home Partnership Community, School Advisory Council, Installation Advisory Council, and Town Hall meetings provide on-going forums for sponsors, educators, students, and community.

Benchmark 10.8: Establish Technology for teachers and administrators

Staff development included university sponsored education to increase educators' technological expertise. Educators' technological skills are instructionally aimed at classroom applications which positively affect student outcomes. Computer technology has allowed teachers to effectively use cc:Mail and Integrade.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	4.0	3.8	3.9
Co-Supporters	2.8	3.5	3.5
Co-Learners	2.8	3.2	3.1
Co-Teachers	3.5	3.5	3.5
Co-Advisors	3.6	3.2	3.3

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

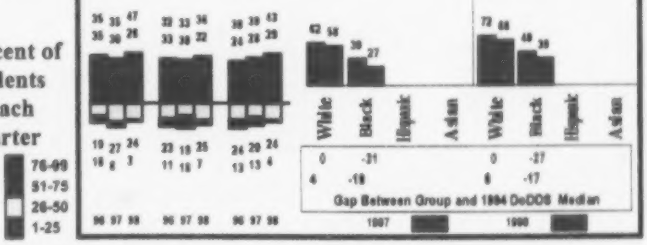
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Home/School partnership has expanded to include Woman for Life and Boys to Men. Both of these organizations have increased articulation among community, school, and home. Scheduled activities such as Open House, Report Card Pick-Up days, Student Awards Assemblies, and Student conferences support the multi-tiered Home/School Partnership.

Grade 7

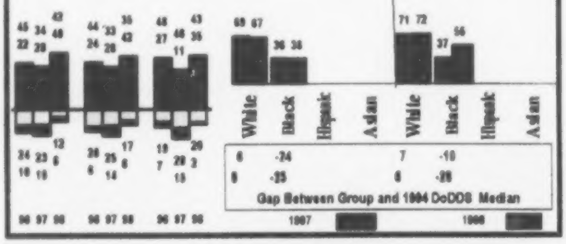
1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	73.6	65.8	68.5	56.6	59.7
District	67.6	62.8	64.5	53.3	62.9
DoDDS	68.6	64.6	65.9	59.9	64.9
Nation	50	50	50	50	50
# Students	100	100	100	99	100

Percent of Students in Each Quarter



Grade 9

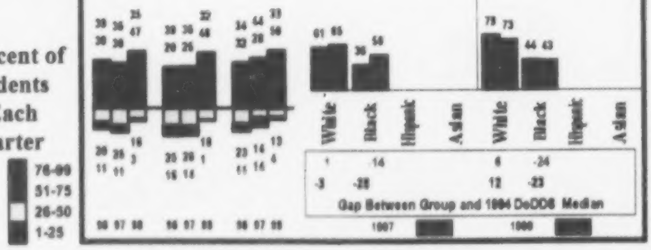
1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	71.4	71.2	66.8	58	67.7
District	70.1	67.7	65.5	57.8	60.6
DoDDS	70.8	68.4	68.8	64.9	62.9
Nation	50	50	50	50	50
# Students	82	82	82	82	82



Grade 11

1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	67	66.5	66.9	57.3	67.5
District	66.7	65.4	66.4	58.0	6[illegible].1
DoDDS	69.9	69	69	65.4	[illegible]6.5
Nation	50	50	50	50	50
# Students	71	71	72	71	72

Percent of Students in Each Quarter



SAT Results		School	District	DoDDS	Nation
% Participating	97	78%	52%	63%	41%
	98	73%	58%	62%	43%
Math Avg Score	97	476	460	505	511
	98	470	462	505	512
Verbal Avg Score	97	519	500	515	505
	98	487	492	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

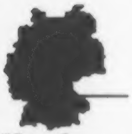
SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Vilseck HS
UNIT 28041
APO AE 09112

DSN Phone: 476-2864/2554
Fax Number: 49-9662-7482
Commercial Phone:
49-9662-8505

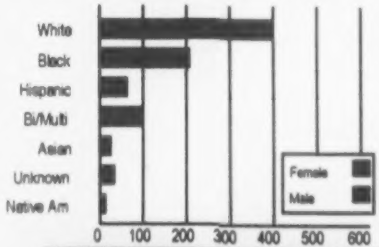
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	96	92	Not Met	19%	45%	33%	2%	2%
8	97	87	Met	24%	51%	20%	6%	0%
8	98	84	Met	19%	62%	17%	1%	1%
10	96	62	Not Met	16%	47%	24%	11%	2%
10	97	82	Not Met	34%	34%	26%	6%	0%
10	98	64	Met	30%	52%	12%	5%	2%


Wuerzburg, Germany

Department of Defense Education Activity
Wuerzburg Elementary School (PK-5)
1997/98 School Profile
David Trukositz, Principal

School Characteristics

Student Enrollment - 806



Grades Offered	Program		
Special Programs			
PK-12	Special Education	86	11%
K-8	TAG	N/A	N/A
K-12	ESL	22	3%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

Grade	
PreK	13
K	151
1	134
2	148
3	123
4	118
5	119
Total	806

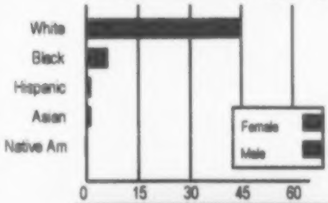
Sponsor Affiliation	
Marine	<.5%
Army	94%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	5%
Non-US Civilians	<.5%

Teacher Experience

Years	Teachers
New	0
1-3	2
4-6	1
7-10	4
> 10	50

Mobility Rate
34% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	2
Classroom Teachers	34.5
Special Education	6.5
Other Professionals	10.5

Teacher Education

Degree	% Teachers
BA/BS	28 %
MA/MS	68 %
Doctorate	4 %

Principal's Highlights

Wuerzburg Elementary School is located on Leighton Barracks, Wuerzburg, Germany and provides an outstanding educational program for over 800 students. The student population is a culturally diverse group of students ranging in grade levels from pre-school to grade 5. The school's mission is to increase student achievement through an effective instructional program. The school has in place a collaborative School Improvement Plan involving the total school staff and parents to ensure effective implementation of our school improvement plan.

The school wide writing process has been commended by the North Central Accreditation Team as highly visible and effective across all areas of the curriculum. Technology continues to be of vital importance as every student and teacher has access to the internet, electronic mail, and the media center, through the school wide lan system. This past school year students and teachers were able to communicate through electronic mail to the deployed sponsor around the world.

In direct support of the School Improvement Plan, we have developed a very active and involved School-Home Partnership Program. Our goal is to expand the program through the development and implementation of a school community mentoring program.

DoDEA Strategic Plan: School Improvement Implementation School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Improving students' writing skills has been a school-wide goal for the past three years. We have been very successful in reaching our goal in writing , as reported by the NCA school visitation team. The school improvement team recommends that emphasis be placed on vocabulary acquisition and language development for the coming school year.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

This past school year Science was added to the school's benchmark with an identified Action Plan. Problem solving has been a major focus in the Mathematics curriculum. Students have increased their skills and abilities in using problem solving strategies. Pre and Post test were administered to all students with marked improvement shown in the overall scores.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

The goal is a two-way home/school communication plan to assist parents and teachers in sharing information, expectations for student academic performance and monitoring student growth. The School Advisory Council, the School Leadership Team and the School-Home Partnership Cadre are an integral part of the total school program.

Benchmark 10.8: Establish Technology for teachers and administrators

The school administration and staff continue to improve their knowledge base to support the school curriculum. The technology committee members will assist peers and parents in the on-going process of obtaining technology skills. This is accomplished through a formal development of skills through university credit and the informal peer tutoring.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	3.8	3.8	3.9
Co-Supporters	3.5	3.5	3.5
Co-Learners	3.5	3.2	3.1
Co-Teachers	3.5	3.5	3.5
Co-Advisors	3.4	3.2	3.3

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

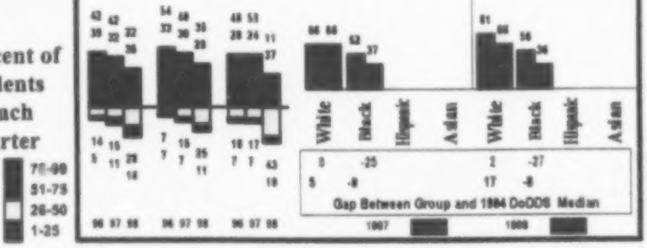
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

The results of the School Based Self Evaluation have provided the School-Home Partnership Committee with a clear and coherent plan. The plan involves a partnership between school, parents and community and a shared commitment in our students' education.

Grade 3

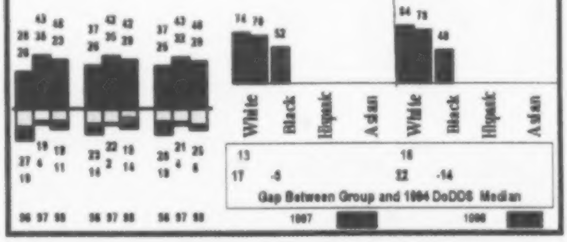
1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	56	62	49	54	53.3
District	53.1	58.4	49.5	51.9	50.7
DoDDS	57.1	61.4	50.5	57.2	53.4
Nation	50	50	50	50	50
# Students	116	116	115	116	116

Percent of Students in Each Quarter



Grade 4

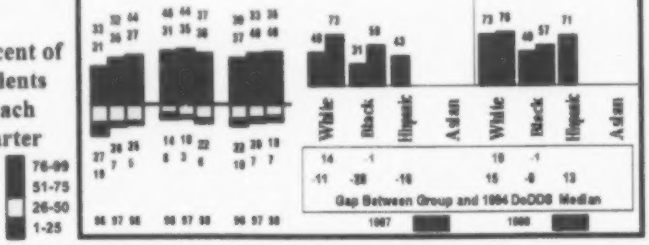
1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	73	69	69	64.3	59
District	63.1	61.9	60.1	54.5	60.0
DoDDS	65.1	62.8	63.6	61	61.2
Nation	50	50	50	50	50
# Students	65	65	65	65	65



Grade 5

1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	68.3	68	65.7	68.8	66.9
District	64.7	60.0	61.9	56.0	59.1
DoDDS	67.5	63.4	66.1	61	63.2
Nation	50	50	50	50	50
# Students	101	101	100	101	101

Percent of Students in Each Quarter



SAT Results		School	District	DoDDS	Nation
% Participating	97	NA	52%	63%	41%
	98	NA	58%	62%	43%
Math Avg Score	97	NA	460	505	511
	98	NA	462	505	512
Verbal Avg Score	97	NA	500	515	505
	98	NA	492	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Wuerzburg ES
CMR 475 BOX 6
APO AE 09036-0005

DSN Phone: 350-6158/7169
Fax Number: 49-931-700691
Commercial Phone:
49-931-700660

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	80	Met	25%	58%	16%	0%	1%
5	97	107	Met	31%	62%	3%	4%	1%
5	98	94	Met	27%	70%	3%	0%	0%

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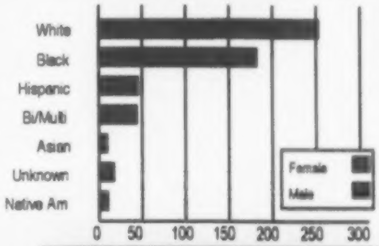
Wuerzburg,
Germany

Department of Defense Education Activity
Wuerzburg Middle School (5-8)
1997/98 School Profile
Karen J. Kroon, Principal

School Characteristics

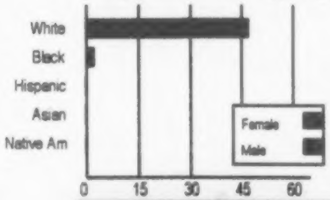
Student Enrollment - 560



Grade	
5	80
6	190
7	159
8	131
Total	560

Sponsor Affiliation	
Marine	<.5%
Army	94%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	5%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program		
PK-12	Special Education	49	9%
K-8	TAG	N/A	N/A
K-12	ESL	32	6%
1	Reading Recovery	N/A	N/A
7-12	AVID	23	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	1
4-6	3
7-10	7
> 10	33

Mobility Rate
38% Per Year

School Staff

Category	FTE
Administrators	2
Classroom Teachers	33.5
Special Education	4
Other Professionals	5

Teacher Education

Degree	% Teachers
BA/BS	27 %
MA/MS	71 %
Doctorate	2 %

Principal's Highlights

Wuerzburg Middle School opened in August, 1990. In June 1993 it was selected by the U. S. Department of Education as a National Blue Ribbon School. The staff continues to build and improve the educational programs and services which earned this honor.

In addition to 31 general purpose classrooms, a school information center, a multi-purpose room, a gym, and various offices, the school has laboratories for Art, Keyboarding, Computer Science, Home Economics, Music, Science, and Technology Education.

In April 1997, the school was commended by the NCA Visitation Team for the professionalism of the staff, the implementation of the middle school concept, students' pride in their school and their academic work, successful implementation of writing in all subject areas, technology infusion, and exceptional decision making processes. During School Year 1997-98 the school piloted a highly successful Instructionally Oriented Assessment project. Staff, parents, and students participate actively in the school improvement process.

In addition to a strong academic program, Wuerzburg Middle School provides a variety of extra-curricular activities, sports, contests, and programs, which support and enrich the core curriculum. Block Scheduling Planning on going with the idea of full implementation next year.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

WAMS has been focusing on authentic assessment for student writing during this school year. The results of the district assessment project show that our students grew appreciably in the area of problem solution writing. Additionally, an attitude survey shows that writing is well received, with an increase in the number of students who believe they can, and do, read and write well.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

The authentic assessment used in both Science (understanding and interpreting scientific data) and Mathematics (problem solving) has assisted the staff in improving instruction not only for our at risk students but for all students at the school. Student attitudes towards both Science and Mathematics are positive, and scores prove that students are making great strides with both subjects.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

The basic school organization is Interdisciplinary Teams which meet regularly to discuss curriculum, instruction, and special projects and to work as a group with students and parents. Team Leaders serve on the Management Council, which makes decisions/recommendations on school policies, procedures, schedules, and activities, and assist the School Improvement Leadership Team.

Benchmark 10.8: Establish Technology for teachers and administrators

Teachers and administrators continue to receive training in computers and computer operations, and were commended by the NCA team for evidence that this training is being shared with students. Word processing, web sites, and internet and computer use in research are frequently displayed in many classrooms, as technology has become an integral part in classroom instruction.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	3.4	3.8	3.9
Co-Supporters	2.8	3.5	3.5
Co-Learners	2.6	3.2	3.1
Co-Teachers	3.6	3.5	3.5
Co-Advisors	3.1	3.2	3.3

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

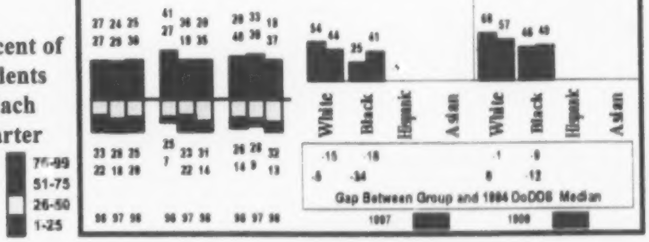
School-Home Partnership continues to be a priority in our school improvement process, and the implementation of our initiatives were rated in the 3 to 4 range on all levels. The SHP committee is working to better improve communication between the parents and the school, and to support AVID, ESL, and mentoring programs for our underachievers and other at-risk 7th and 8th grade students.

Grade 5

1998 Median Percentiles for:

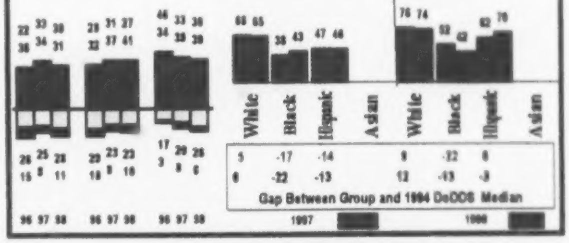
	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	54.2	53.2	52	42	54
District	64.7	60.0	61.9	56.0	59.1
DoDDS	67.5	63.4	66.1	61	63.2
Nation	50	50	50	50	50
# Students	71	71	71	71	71

Percent of Students in Each Quarter



Grade 6

	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	61.5	62.4	65	54.8	64
District	61.6	62.7	63.6	57.6	63.6
DoDDS	62.7	65.2	64.7	62	64.9
Nation	50	50	50	50	50
# Students	169	169	168	167	168

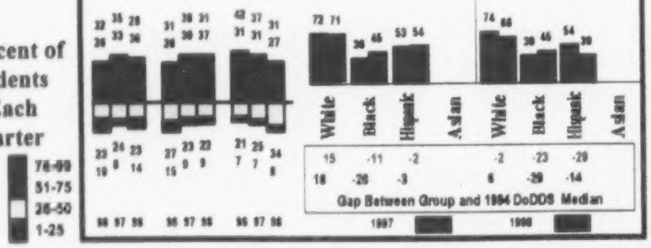


Grade 8

1998 Median Percentiles for:

	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	63.3	63.4	59.7	60.5	55.3
District	60.0	65.1	61.3	58.9	57.1
DoDDS	59.8	64.3	62.7	61.3	60.7
Nation	50	50	50	50	50
# Students	131	131	131	131	130

Percent of Students in Each Quarter



SAT Results		School	District	DoDDS	Nation
% Participating	97	NA	52%	63%	41%
	98	NA	58%	62%	43%
Math Avg Score	97	NA	460	505	511
	98	NA	462	505	512
Verbal Avg Score	97	NA	500	515	505
	98	NA	492	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

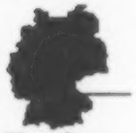
SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Wuerzburg MS
CMR 475, BOX 7
APO AE 09036-0005

DSN Phone: 350-6199/7399
Fax Number: 49-931-702718
Commercial Phone:
49-931-709697

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	77	Not Met	22%	52%	22%	4%	0%
5	97	76	Met	32%	59%	7%	3%	0%
5	98	66	Met	11%	86%	2%	2%	0%
8	96	127	Not Met	17%	45%	32%	6%	0%
8	97	133	Met	27%	50%	14%	8%	0%
8	98	117	Not Met	17%	50%	27%	5%	1%

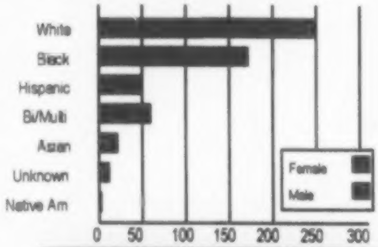


Wuerzburg, Germany

Department of Defense Education Activity
Wuerzburg High School (9-12)
1997/98 School Profile
Ron Steinman, Principal

School Characteristics

Student Enrollment - 559



Special Programs			
Grade Offered	Program		
PK-12	Special Education	31	6%
K-8	TAG	43	N/A
K-12	ESL	28	5%
1	Reading Recovery	N/A	N/A
7-12	AVID	24	▨
AP Courses Offered		6	▨
Students Taking AP Courses		77	38%

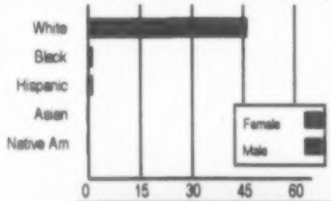
Grade	
9	207
10	148
11	117
12	87
Total	559

Sponsor Affiliation	
Marine	<.5%
Army	83%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	16%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	0
1-3	1
4-6	1
7-10	3
> 10	41

Mobility Rate
34% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	37.5
Special Education	2
Other Professionals	4

Teacher Education	
Degree	Teachers
BA/BS	29 %
MA/MS	67 %
Doctorate	4 %

Principal's Highlights

Our highlights for school year 1997-1998 include a winning attitude on the part of our students, staff, and parents. We began the year by winning the European Football title and this level of success was a yardstick for all classroom and school functions. Students took more high level courses than ever before and they had greater success with these courses than ever before. Technology and its quality application to all curricular areas pervaded the learning environment. The computer literacy of students and teachers continued to grow and expand significantly. Our parents were actively involved in a PTSA which sponsored curriculum nights in Language Arts/ Social Studies and then Math and Science. They also helped spearhead a highly successful college night that attracted hundreds of parents and students. Our booster club came forth and coordinated the efforts of hundreds of parents who supported our teams and our school throughout every season during this school year. We were the hosts for the European Wrestling and the European Track finals. We were also the host school for the DoDEA European Drama Festival. These events brought students, teachers, and parents together and featured an unprecedented level of cooperation and support. Our classrooms have been supported by parents who contribute their expertise, and teachers continue to advance their skills using block scheduling.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

All teachers emphasized writing across the curriculum. They reported that writing skills have improved in the areas of fluency, coherence, organization, spelling and grammar. This has taken place over the course of the full school year in all disciplines. Essay writing was included in many testing situations, and research papers and lab write-ups have become more exacting.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

All teachers received training in Cultural Diversity and they are focusing on cooperative learning as a tool to narrow the gap. Increased enrollments of these groups in upper level math and science classes next year reflect the current research in this area that says these students respond better with this type of learning as opposed to traditional models of teaching.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Our newsletters have received praise from parents, students and community members for their timeliness and newsworthiness. These newsletters tell parents all that is happening at Wuerzburg High School and they invite parents to actively participate in everything involving our students. E-Mail communication between teachers and parents grows every week.

Benchmark 10.8: Establish Technology for teachers and administrators

Our school is fully wired and up and running in every classroom and activity. On a daily basis students are involved interactively in Science, English, Math, Social Studies, Computer, Business, Music, Art, and many additional classes. Our Information Center serves hundreds of students on a regular basis as they use on-line resources for their courses. We have two active PTI classrooms.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	4.0	3.8	3.9
Co-Supporters	3.7	3.5	3.5
Co-Learners	3.4	3.2	3.1
Co-Teachers	3.5	3.5	3.5
Co-Advisors	3.7	3.2	3.3

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

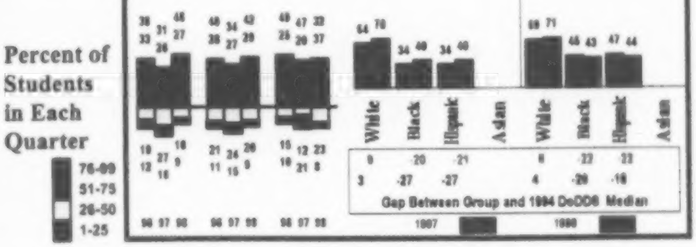
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

A concerted effort by all concerned parties, the leadership of the SILT team, and District sponsored training for Key Communicators resulted in significantly improved self-evaluation scores in all five tiers of the S/H/C/P evaluation document. Parents, teachers, and community members alike report significantly increased satisfaction with our School Home Partnership.

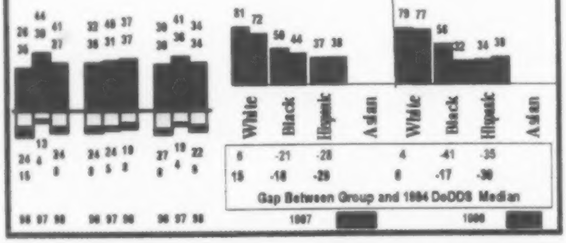
Grade 9

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	74	69.7	65	57.6	58.8
District	70.1	67.7	65.5	57.8	60.6
DoDDS	70.8	68.4	68.8	64.9	62.9
Nation	50	50	50	50	50
# Students	178	177	177	179	177



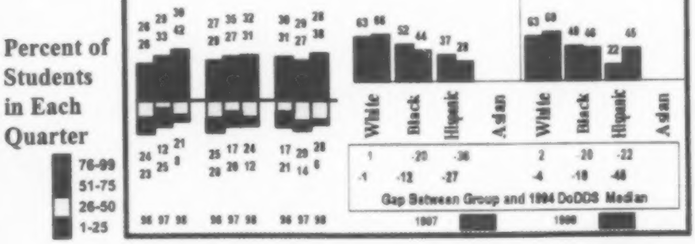
Grade 10

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	65.8	67.2	67.8	64.9	61.4
District	66.1	68.1	65.8	65.3	61.5
DoDDS	70.1	70.5	70.7	68.7	67
Nation	50	50	50	50	50
# Students	126	126	128	127	128



Grade 11

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	63.2	62.8	62	57.3	57.4
District	66.7	65.4	66.4	58.0	63.1
DoDDS	69.9	69	69	65.4	66.5
Nation	50	50	50	50	50
# Students	115	115	116	117	116



SAT Results		School	District	DoDDS	Nation
% Participating	97	54%	52%	63%	41%
	98	59%	58%	62%	43%
Math Avg Score	97	451	460	505	511
	98	472	462	505	512
Verbal Avg Score	97	492	500	515	505
	98	512	492	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Wuerzburg HS
CMR 475, BOX 8
APO AE 09036-0005

DSN Phone: 350-7176
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DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
10	96	82	Met	35%	45%	18%	1%	0%
10	97	138	Met	33%	47%	17%	2%	0%
10	98	122	Not Met	36%	37%	16%	12%	0%

SECTION K

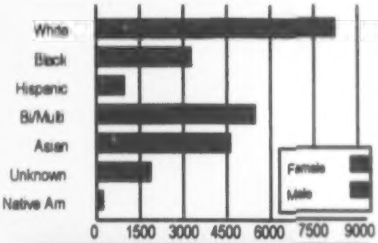
DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

PACIFIC AREA
1997-1998

Department of Defense Education Activity
Pacific Area (PK-12)
1997/98 Area Profile
Nancy Bresell, Superintendent

Area Characteristics

Student Enrollment - 24,293



Special Programs			
Grade Offered	Program		
PK-12	Special Education	1823	8%
K-8	TAG	2199	11%
K-12	ESL	1241	5%
1	Reading Recovery	183	7%
7-12	AVID	277	▨
AP Courses Offered		63	▨
Students Taking AP Courses		600	35%

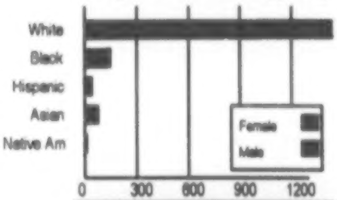
Grade	
PreK	353
K	2490
1	2505
2	2525
3	2407
4	2272
5	2142
6	1801
7	1766
8	1604
9	1444
10	1266
11	935
12	783
Total	24293

Sponsor Affiliation	
Marine	17%
Army	11%
Navy	25%
Air Force	32%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	14%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	54
1-3	151
4-6	183
7-10	193
> 10	1082

Mobility Rate
33% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	77
Classroom Teachers	1308
Special Education	136.5
Other Professionals	268.5

Teacher Education	
Degree	Teachers
BA/BS	37 %
MA/MS	59 %
Doctorate	3 %

Superintendent's Highlights

The DoDDS Pacific Area is comprised of thirty-five schools in three districts located in Korea, Japan and Okinawa. A student population of 24,293 is serviced by approximately 1875 educators. Additionally, supervision and support of the 3 schools and 2,600 students in the Guam District are provided by the Pacific Area.

The challenges set forth in the DoDEA Community Strategic Plan with its emphasis on educational and organizational accountability have continued to be the focus of the Pacific Area Office. We have used the School Improvement Process as the guiding principle to follow as we set out to make the DoDDS Pacific schools better places for learning for all students.

DoDDS Pacific continues to set high expectations in all facets of education. The performance of Pacfic Area students on the system-wide standardized achievement tests continued to be well above the national norms in reading, language arts, math, science and social studies, and our students excelled on the DoDEA writing assessment.

The Pacific Area has established partnerships with the major military commands and their subordinate units, and has enjoyed excellent support through the PTEC. Partnerships are developing with other groups such as PCAPTS and the NAACP.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97/98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

The Pacific Area Office staff coordinated training for teachers in the use of the Internet and multi-media applications to support instruction. The Area Office staff produced the Pacifica Journal; SUN, an anthology of art and literary works; and the Media Festival to provide recognition of exemplary written works produced by language arts students.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

The Area Office staff promoted integration of strategic elements of the AVID program in middle and high schools and coordinated training for AVID site teams and core subject teachers in the Pacific Area. The Area Office staff coordinated a professional development program for Assistant Principals and training for School Improvement Liaisons in data analysis techniques.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

The Area Superintendent conducted District Superintendents meetings to facilitate communication and cooperation among the districts. The Area Superintendent also provides a vital communication link between DoDDS and Pacific military commands through the Pacific Theater Education Council (PTEC), and with parents through the Pacific Congress of American Parents, Teachers and Students (PCAPTS).

Benchmark 10.8: Establish Technology for teachers and administrators

The Area Office staff coordinated training for teachers in the use of the Internet, multi-media applications, and the Novell Network. Educational technology orientation training for all Pacific Area business, computer, and industrial technology teachers was provided. The Pacific Area Media Festival was continued and expanded to recognize student work in technology.

Average Ratings of SHP Progress		
Tier	Area	DoDDS
Co-Communicators	3.8	3.9
Co-Supporters	3.5	3.5
Co-Learners	3.0	3.1
Co-Teachers	3.5	3.5
Co-Advisors	3.2	3.3
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation		

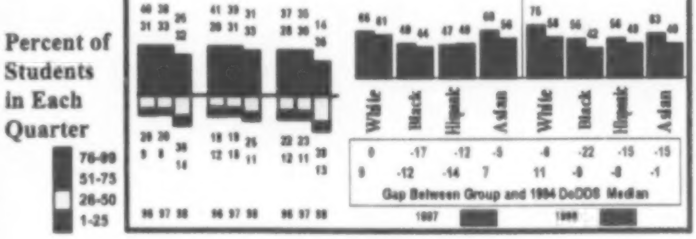
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

The Area Superintendent worked with the Pacific Congress of American Parents, Teachers and Students to improve communication with our stakeholders. The Area Office staff organized and provided exhibitions of student art work to promote community relations. The Area Office staff disseminates a parent education component of the AVID program.

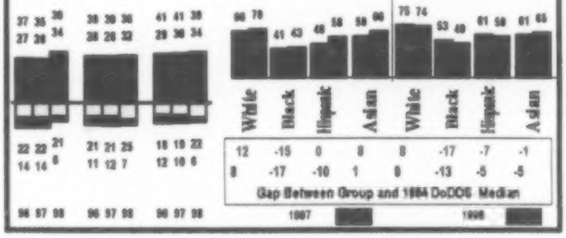
Grade 3

	Benchmark 3.1			Benchmark 4.2	
1998 Median Percentiles for:	Read	Lang	Soc Stdy	Math	Science
Area	55.8	62	50.1	58.3	52.1
DoDDS	57.1	61.4	50.5	57.2	53.4
Nation	50	50	50	50	50
# Students	2248	2248	2242	2248	2246



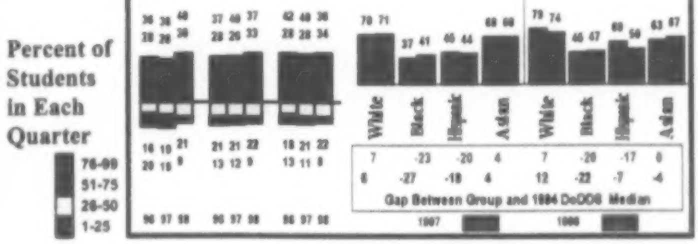
Grade 7

	Benchmark 3.1			Benchmark 4.2	
1998 Median Percentiles for:	Read	Lang	Soc Stdy	Math	Science
Area	68.9	65	67.3	63	64.9
DoDDS	68.6	64.6	65.9	59.9	64.9
Nation	50	50	50	50	50
# Students	1633	1633	1628	1633	1632



Grade 11

	Benchmark 3.1			Benchmark 4.2	
1998 Median Percentiles for:	Read	Lang	Soc Stdy	Math	Science
Area	68.5	67.6	66.3	61.7	64.3
DoDDS	69.9	69	69	65.4	66.5
Nation	50	50	50	50	50
# Students	835	835	833	836	835



SAT Results		Area	DoDDS	Nation
% Participating	97	58%	63%	41%
	98	57%	62%	43%
Math Avg Score	97	506	505	511
	98	508	505	512
Verbal Avg Score	97	507	515	505
	98	501	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

DoDDS Pacific
Area Superintendent Office
Unit 35007
FPO AP 96373-5007

DSN Phone: 645-2340
Fax Number: 81-98-876-4263
Commercial Phone:
81-98-876-0279

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	1981	Met	39%	49%	9%	2%	1%
5	97	1857	Met	32%	55%	7%	2%	4%
5	98	1965	Met	21%	73%	5%	0%	1%
8	96	1552	Not Met	20%	41%	31%	7%	1%
8	97	1509	Not Met	29%	45%	17%	2%	7%
8	98	1458	Met	28%	50%	17%	4%	1%
10	96	1032	Not Met	28%	44%	22%	6%	0%
10	97	954	Met	41%	39%	15%	2%	3%
10	98	1097	Met	39%	44%	12%	5%	0%

SECTION L

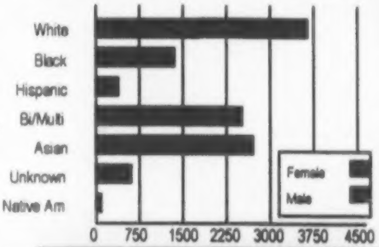
DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

JAPAN DISTRICT
1997-1998

Department of Defense Education Activity
Japan District (PK-12)
1997/98 District Profile
Margaret Rach, Superintendent

District Characteristics

Student Enrollment - 11,200



Grade	
PreK	232
K	1227
1	1170
2	1179
3	1117
4	1038
5	990
6	845
7	774
8	723
9	617
10	573
11	397
12	318
Total	11200

Sponsor Affiliation	
Marine	5%
Army	6%
Navy	46%
Air Force	32%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	10%
Non-US Civilians	<.5%

Special Programs

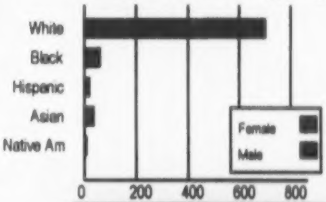
Grade Offered	Program		
PK-12	Special Education	839	7%
K-8	TAG	803	9%
K-12	ESL	607	5%
1	Reading Recovery	N/A	N/A
7-12	AVID	158	▨
AP Courses Offered		27	▨
Students Taking AP Courses		244	34%

Teacher Experience

Years	Teachers
New	33
1-3	53
4-6	73
7-10	105
> 10	458

Mobility Rate
34% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	33
Classroom Teachers	592
Special Education	63
Other Professionals	118

Teacher Education

Degree	Teachers
BA/BS	38 %
MA/MS	59 %
Doctorate	3 %

Superintendent's Highlights

The Japan District is comprised of 16 schools which provide educational services for 11,000 students through a teaching staff of over 800.

The district mission is to apply high expectations in educating all students through the design and delivery of effective instruction. With a focus on teaching and learning, the district provides leadership and resources to assist schools as they translate the DoDEA Community Strategic Plan into action through the School Improvement Process. The district has made progress in its efforts to build capacity and expand leadership roles for teachers at the school level. Teacher leaders in mathematics, social studies, language arts, science, and cooperative learning provide support to their peers at the school level. Students and teachers have participated in and been recognized for their achievements in the areas of mathematics and science. In addition, Japan district students have excelled in UIL academic and athletic events.

The district promotes the Home-School Partnership program, inclusive education, and early childhood education. The Sure Start program will expand to a total of seven sites.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97/98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

The emphasis this year has been on pre-implementation activities related to Literacy Place. Teacher leaders provided inservice and assisted teachers in participating in many of the pre-implementation activities, including the use of curriculum standards in the design and delivery of lessons. In social studies, the district continued its focus on standards implementation.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Equity awareness training was provided across the district to increase the awareness of student achievement gaps in mathematics and science and to identify practices in narrowing the gaps. In addition to sessions conducted by authors and nationally recognized consultants on equity issues, training was provided in cooperative learning.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

The district newsletter continues to provide information on district programs, best practices, and educational trends and research. The emphasis on the use of technology as a medium to communicate with all stakeholders continues as well. The district home page is "under construction," electronic bulletin boards are operational and the use of electronic mail has been expanded.

Benchmark 10.8: Establish Technology for teachers and administrators

Comprehensive training was provided for teachers on Levels 1, 2, and 3 of the Microsoft Office. Sessions on keyboarding for fourth grade teachers and integrating technology as an instructional tool were piloted, with plans underway to expand these offerings districtwide. The district participated in the Far East Technology Conference.

Average Ratings of SHP Progress		
Tier	**District**	**DoDDS**
Co-Communicators	3.8	3.9
Co-Supporters	3.5	3.5
Co-Learners	2.9	3.1
Co-Teachers	3.5	3.5
Co-Advisors	3.1	3.3

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

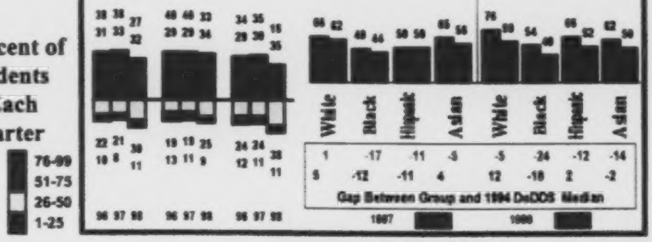
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

A district action team comprised of parents and teachers was formed to identify SHP initiatives and activities. SHP teams were formed at each base installation to support each school's SHP initiatives and to identify and implement joint ventures. A "Best Practices Home-School Partnership Resource Guide" was distributed for use in planning activities.

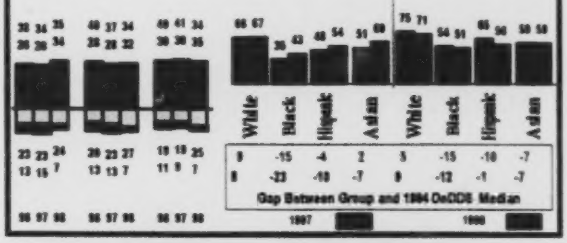
Grade 3

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
District	58.5	64.0	50.9	59.1	53.3
DoDDS	57.1	61.4	50.5	57.2	53.4
Nation	50	50	50	50	50
# Students	1010	1010	1008	1011	1010



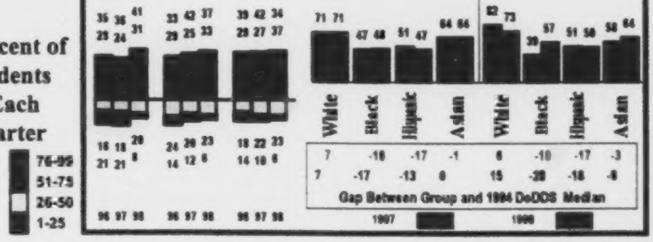
Grade 7

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
District	67.1	63.7	62.8	59.9	62.2
DoDDS	68.6	64.6	65.9	59.9	64.9
Nation	50	50	50	50	50
# Students	699	699	698	700	699



Grade 11

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
District	68.3	68.5	66.3	61.3	65.4
DoDDS	69.9	69	69	65.4	66.5
Nation	50	50	50	50	50
# Students	353	353	352	353	352



SAT Results		District	DoDDS	Nation
% Participating	97	66%	63%	41%
	98	54%	62%	43%
Math Avg Score	97	494	505	511
	98	505	505	512
Verbal Avg Score	97	499	515	505
	98	499	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

DoDDS-Pacific
Attn: Margaret Rach
Unit 5072
APO AP 96328-5072

DSN Phone: 225-3940
Fax Number: 81-425-30-1402
Commercial Phone:
81-425-52-2511-3940

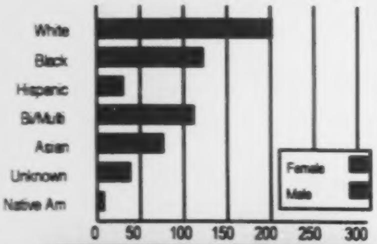
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	881	Met	37%	50%	10%	2%	1%
5	97	857	Met	33%	53%	7%	4%	2%
5	98	891	Met	25%	70%	4%	0%	1%
8	96	657	Not Met	19%	38%	34%	9%	1%
8	97	636	Not Met	29%	43%	19%	7%	2%
8	98	657	Met	28%	49%	19%	4%	0%
10	96	442	Not Met	24%	44%	26%	6%	0%
10	97	369	Met	39%	42%	16%	2%	1%
10	98	499	Met	38%	44%	12%	6%	1%

Camp Zama, Japan

Department of Defense Education Activity
John O. Arnn Elementary School (PK-6)
1997/98 School Profile
Mark Benham, Principal

School Characteristics

Student Enrollment - 585



Special Programs			
PK-12	Special Education	61	10%
K-8	TAG	121	21%
K-12	ESL	33	6%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

Grade	
PreK	78
K	81
1	79
2	82
3	73
4	67
5	62
6	63
Total	585

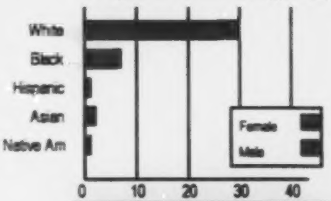
Sponsor Affiliation	
Marine	<.5%
Army	71%
Navy	2%
Air Force	3%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	23%
Non-US Civilians	1%

Teacher Experience

Years	Teachers
New	1
1-3	1
4-6	2
7-10	3
> 10	23

Mobility Rate
30% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	2
Classroom Teachers	24
Special Education	4.5
Other Professionals	11

Teacher Education

Degree	Teachers
BA/BS	47 %
MA/MS	50 %
Doctorate	3 %

Principal's Highlights

Arnn has combined the School Improvement and Leadership Teams (SILT) into one committee which meets weekly to monitor the SIP action plans and student progress. The members of the team serve as the chairs of the Benchmark Committees.

After two years of planning and working closely with our military community leaders, we have established Professional Development Days for the training of our staff and community. During this school year we had ten half day sessions. They covered such areas as: writing process, creating rubrics, writing action plans, reviewing results of student assessments, and monitoring the SIP.

In addition to the many parents who came into the school each day to help teachers and students, we also had high school students and community members tutoring students in math after school hours. However, the most successful and consistent tutors were our own fifth and sixth grade students. One of our most successful programs, The Independent Reading Program, relies heavily on volunteers.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97/98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies.

We focused on Language Arts, specifically to increase our students' ability to write a personal narrative. Their essays were evaluated by using teacher made, personal specific rubrics that reflect the DoDEA grade level standards.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

We have used two strategies: 1) an after school tutoring program using tutors from the JR. High Honor Society and members of the Zama community and 2) implementation of cooperative learning structures in our daily lessons. Three teachers trained by Kagen offered sessions for university credit.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

We mail a biweekly school newsletter to all parents, commanders, and many units on base. Our Benchmark committee developed an information booklet for teachers. It contains forms and directions for various ways of getting information out to the community.

Benchmark 10.8: Establish Technology for teachers and administrators

Our Technology Day (a full day inservice for staff) was a big success. Training in the areas of Powerpoint, digital cameras, and infocus machines was also offered throughout the year. We discovered that we need to revise our survey and measurement tools to more accurately determine our skill levels. We have seen a significant increase in student use for a wide variety of products.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.9	3.8	3.9
Co-Supporters	3.3	3.5	3.5
Co-Learners	2.8	2.9	3.1
Co-Teachers	3.5	3.5	3.5
Co-Advisors	3.8	3.1	3.3

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

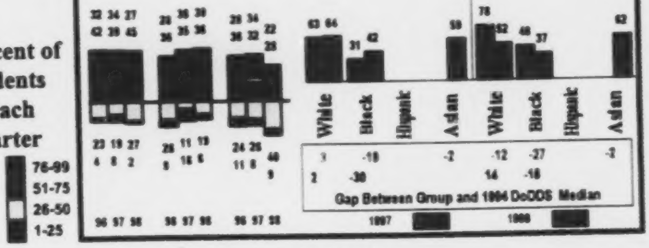
***Benchmark 8.1:** Implement/Evaluate Multi-Tiered School-Home Partnership.*

Our two strategies focused on Tiers I and II. A parent survey revealed that parents most liked conferences and classroom newsletters with response sheets as forms of two way communication. We increased the number of volunteers as co-teachers through the Independent Reading Program , Math Tutoring, and a Command sponsored release time for employees to volunteer at school.

Grade 3

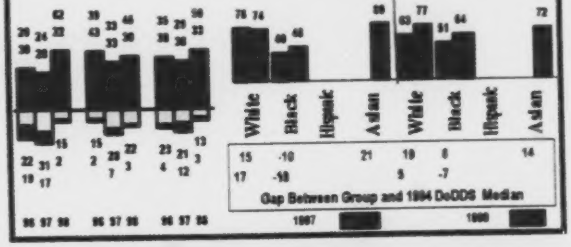
1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	63	65	50.8	59.3	56
District	58.5	64.0	50.9	59.1	53.3
DoDDS	57.1	61.4	50.5	57.2	53.4
Nation	50	50	50	50	50
# Students	67	67	67	67	67

Percent of Students in Each Quarter



Grade 5

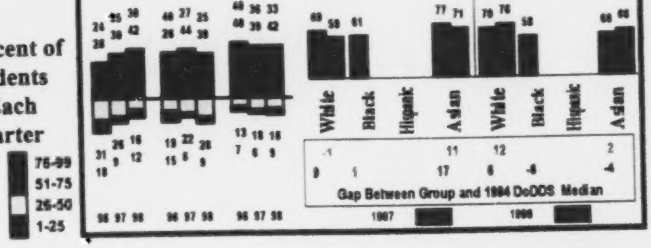
1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	82.3	72.3	75	64.3	70.5
District	67.7	64.2	67.5	62.1	64.0
DoDDS	67.5	63.4	66.1	61	63.2
Nation	50	50	50	50	50
# Students	60	60	60	60	60



Grade 6

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	62	59.7	67.3	59	66.2
District	62.0	65.1	65.0	61.3	65.6
DoDDS	62.7	65.2	64.7	62	64.9
Nation	50	50	50	50	50
# Students	57	57	57	57	57

Percent of Students in Each Quarter



SAT Results		School	District	DoDDS	Nation
% Participating	97	NA	66%	63%	41%
	98	NA	54%	62%	43%
Math Avg Score	97	NA	494	505	511
	98	NA	505	505	512
Verbal Avg Score	97	NA	499	515	505
	98	NA	499	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

John O. Arnn ES
SAGAMIHARA DHA
FPO AP 96343-0005

DSN Phone: 267-6602
Fax Number: 81-3117-67-6015
Commercial Phone:
81-3117-67-6602

DoDEA Writing Assessment

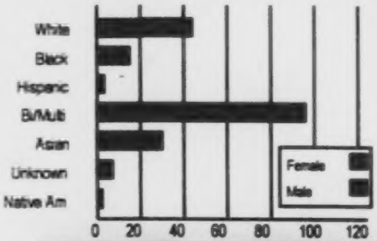
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	83	Met	42%	47%	11%	0%	0%
5	97	54	Met	30%	56%	11%	2%	2%
5	98	62	Met	26%	69%	2%	0%	3%

Yokohama, Japan

Department of Defense Education Activity
Richard E. Byrd Elementary School (PK-6)
1997/98 School Profile
Thomas Whitaker, Principal

School Characteristics

Student Enrollment - 196



Grade	
PreK	36
K	20
1	24
2	29
3	34
4	20
5	24
6	9
Total	196

Sponsor Affiliation	
Marine	<.5%
Army	<.5%
Navy	83%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	15%
Non-US Civilians	3%

Special Programs

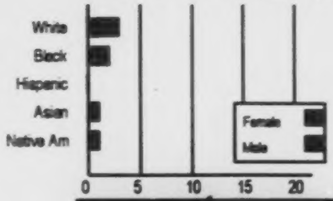
Grade Offered	Program		
PK-12	Special Education	15	8%
K-8	TAG	23	12%
K-12	ESL	25	13%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	2
4-6	1
7-10	4
> 10	11

Mobility Rate
32% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	1
Classroom Teachers	11
Special Education	2
Other Professionals	3

Teacher Education

Degree	Teachers
BA/BS	24 %
MA/MS	76 %
Doctorate	0 %

Principal's Highlights

Richard E. Byrd School is a Pre-Kindergarten through sixth grade elementary school of about 200 students. It is located in Negishi Housing Area near the center of Yokohama City, 30 miles southwest of Tokyo. Negishi is a small housing area attached to "Commander, Fleet Activities Yokosuka" (CFAY), a large U.S. Navy Base about a one hour dive southwest of Yokohama. Most of our students live on base and walk to school.

Byrd School enjoys active parent and volunteer involvement in school programs as well as in the School Improvement Process. We participate in an "adopt a school" program and have an extremely active and supportive PTO. In additional to popular PTO sponsored family involvement programs such as "family reading night" and "math night," and the community camp out, parents and other volunteers are involved with children at school in the classrooms, extracurricular activities and other teacher and program support roles. Faculty and PTO efforts result in creating a true community school atmosphere.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Social studies pretests and posttests were administered to all pre-K through sixth grade students. We initiated a school wide "Small World Week" culminating in an assembly with learning contributions from each class. A group of parents painted a large world map on the schools playground. Staff development was provided for including a "Stars and Stripes" newspaper project in classrooms.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

A survey was conducted to determine how our stakeholders felt about computation in our math program. The math standards were explained in a parent newsletter. A Family Math Night was held. A pre and post test was given on the computation skills listed for each grade level. The results were shared so computation instruction could meet student needs.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

We are continuing to use newsletters an mailings to communicate with parents. Many teachers send their own weekly or monthly newsletters to parents to inform them of academic goals, projects and general classroom news. Conferences were held in the fall and spring to increase parent involvement in their children's academic program. A strong effort was made to coordinate the SIP and SAC teams at Byrd School.

Benchmark 10.8: Establish Technology for teachers and administrators

Many classes have been held to increase the knowledge of the staff in multimedia, NT technology and hyper studio. Our media specialist and computer committee chairperson has been driving forces in orienting teachers and students in the use of the Internet and other computer applications. Students use of computers in research and curriculum support has increased.

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Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	4.0	3.8	3.9
Co-Supporters	3.8	3.5	3.5
Co-Learners	3.1	2.9	3.1
Co-Teachers	3.5	3.5	3.5
Co-Advisors	2.9	3.1	3.3

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

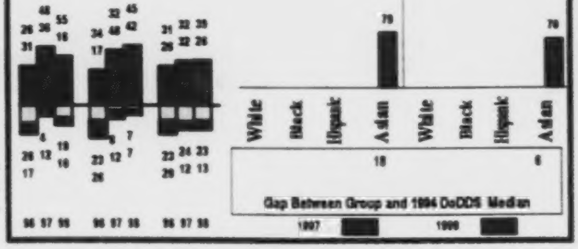
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

This school year, the SHP developed a Welcoming Committee to familiarize new families to Byrd. We also actively promoted S/H participation in many activities: Camp Out, Family Reading Night, Cookbooks, Cake Auction, Half-Way Party, Culture Day, Children's Day, and Book Fairs.

Grade 3

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	77	74.3	66	76	72
District	58.5	64.0	50.9	59.1	53.3
DoDDS	57.1	61.4	50.5	57.2	53.4
Nation	50	50	50	50	50
# Students	31	31	31	31	31

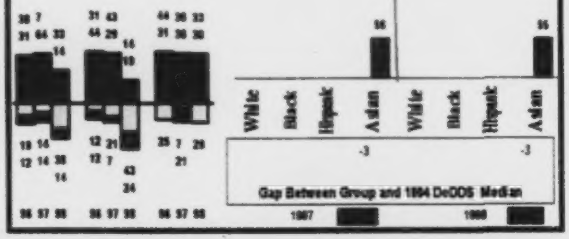
Percent of Students in Each Quarter



■ 76-99
■ 51-75
□ 26-50
■ 1-25

Grade 5

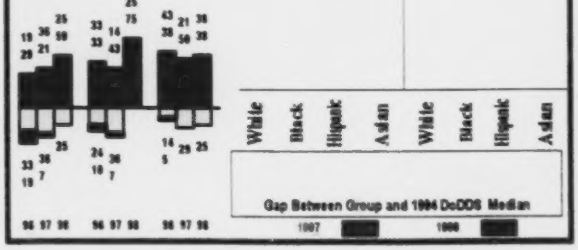
1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	50	37	63	60	66
District	67.7	64.2	67.5	62.1	64.0
DoDDS	67.5	63.4	66.1	61	63.2
Nation	50	50	50	50	50
# Students	21	21	21	21	21



Grade 6

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School					
District	62.0	65.1	65.0	61.3	65.6
DoDDS	62.7	65.2	64.7	62	64.9
Nation					
# Students	8	8	8	8	8

Percent of Students in Each Quarter



■ 76-99
■ 51-75
□ 26-50
■ 1-25

SAT Results		School	District	DoDDS	Nation
% Participating	97	NA	66%	63%	41%
	98	NA	54%	62%	43%
Math Avg Score	97	NA	494	505	511
	98	NA	505	505	512
Verbal Avg Score	97	NA	499	515	505
	98	NA	499	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

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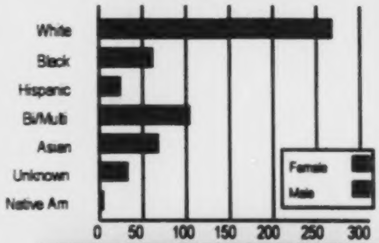
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	17	Met	35%	47%	12%	0%	6%
5	97	11	Met	46%	36%	0%	18%	0%
5	98	20	Met	40%	60%	0%	0%	0%

Misawa AB,
Japan

Department of Defense Education Activity
Cummings Elementary School (K-6)
1997/98 School Profile
Ruth Morgan, Principal

School Characteristics

Student Enrollment - 556



Grade	
K	100
1	98
2	80
3	73
4	84
5	64
6	57
Total	556

Sponsor Affiliation	
Marine	<.5%
Army	1%
Navy	13%
Air Force	83%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	3%
Non-US Civilians	<.5%

Special Programs

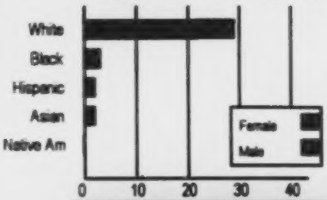
Grade Offered	Program	#	
PK-12	Special Education	36	6%
K-8	TAG	28	5%
K-12	ESL	11	2%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	1
1-3	0
4-6	2
7-10	6
> 10	26

Mobility Rate
24% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	2
Classroom Teachers	23.5
Special Education	3.5
Other Professionals	6.5

Teacher Education

Degree	Teachers
BA/BS	51 %
MA/MS	49 %
Doctorate	0 %

Principal's Highlights

School Home partnership has been a major focus of Cummings Elementary School this year. The SIP goal to establish a Parent Resource Room on campus has been fully realized. The quality of the environment, both in its welcoming nature and in the resources available, has been significant. Faculty and staff have submitted materials, and the PTO has allocated a standing line item in its budget to support this venture. Many of the initiatives of the PTO have also aided the partnership. Family fund raisers have brought the parents and their children into our school on numerous occasions, both for enjoyment and for participation in learning activities. The PTO once again purchased two NT computers this year.

A stronger sense of community is apparent this year. A major SWEP production, America On My Mind, firmly established a strong bond between the school and the military command. The school could not have asked for more assistance in this special endeavor, where the entire student body presented the rich diversity of this country's heritage and culture.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97/98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Students continue to show gains in reading. Our school wide reading program (SWR) is liked by students, staff, and parents. 73% of the parents surveyed indicated a strong support for this program with 72% seeing their child/children reading at home on a daily basis.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

We believe that a strong connection between home and school will narrow the gap and help all students to reach their full potential. This year all students have taken math journals home at least once a quarter to be reviewed and signed. 73% of the parents surveyed have seen their child's/children's journals with 40% saying they help them to better understand the math program.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

CC:mail has become the by-word at our school for communication. All our grade level minutes, FEA reports, and several committees post this noteir notes on it. Teachers have continued to receive training in saving and attaching documents, making file folders, and developing mailing lists. As we get more hardware our goal is to put all documentation on cc:mail.

Benchmark 10.8: Establish Technology for teachers and administrators

Opportunities for in-school and out of school training continued to be offered. The staff is becoming familiar with the NT platform and managing a windows environment. Digital camera projects and multi-media presentations are common occurrences among our teachers. With hook-up to the Internet we are expanding our integration of technology and the curriculum.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	3.8	3.8	3.9
Co-Supporters	3.6	3.5	3.5
Co-Learners	2.9	2.9	3.1
Co-Teachers	3.5	3.5	3.5
Co-Advisors	3.2	3.1	3.3

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

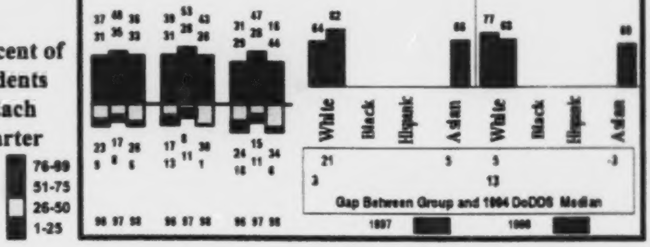
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

This year we opened the doors to our Parent-Teacher Resource room. Housed in an inviting atmosphere are a variety of resources that include curriculum materials, manipulatives for check out, videos and parenting guides. We have also had a very pro-active PTO that has generated many activities that support our curriculum and the school-home partnership.

Grade 3

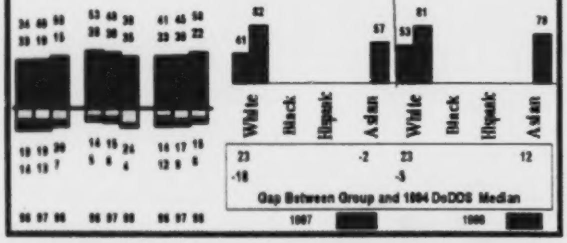
1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	63.8	68.5	56	69.7	58.5
District	58.5	64.0	50.9	59.1	53.3
DoDDS	57.1	61.4	50.5	57.2	53.4
Nation	50	50	50	50	50
# Students	70	70	70	70	70

Percent of Students in Each Quarter



Grade 5

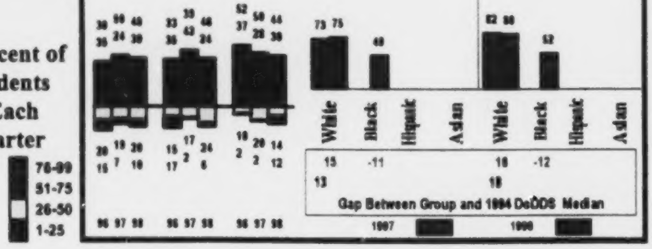
1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	80.7	71	79.3	71	71.5
District	67.7	64.2	67.5	62.1	64.0
DoDDS	67.5	63.4	66.1	61	63.2
Nation	50	50	50	50	50
# Students	55	55	55	55	55



Grade 6

1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	69.5	72.5	69.5	71.4	70.8
District	62.0	65.1	65.0	61.3	65.6
DoDDS	62.7	65.2	64.7	62	64.9
Nation	50	50	50	50	50
# Students	50	50	50	50	50

Percent of Students in Each Quarter



SAT Results		School	District	DoDDS	Nation
% Participating	97	NA	66%	63%	41%
	98	NA	54%	62%	43%
Math Avg Score	97	NA	494	505	511
	98	NA	505	505	512
Verbal Avg Score	97	NA	499	515	505
	98	NA	499	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Cummings ES
UNIT 5039
APO AP 96319-5039

DSN Phone: 226-2647
Fax Number: 81-3117-62-5110
Commercial Phone:
81-3117-66-2647

DoDEA Writing Assessment

				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	64	Met	44%	50%	6%	0%	0%
5	97	45	Met	40%	53%	0%	7%	0%
5	98	55	Met	24%	71%	4%	2%	0%

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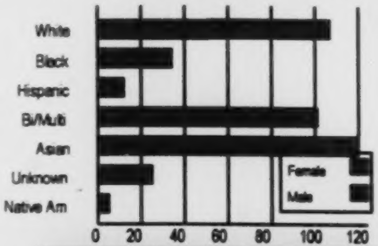
Sasebo, Japan

Department of Defense Education Activity
Jack N. Darby Elementary School (PK-6)
1997/98 School Profile
Mary Simmons, Principal

School Characteristics

Student Enrollment - 381



Grade	
PreK	7
K	58
1	65
2	56
3	56
4	48
5	47
6	44
Total	381

Sponsor Affiliation	
Marine	4%
Army	<.5%
Navy	91%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	5%
Non-US Civilians	<.5%

Special Programs

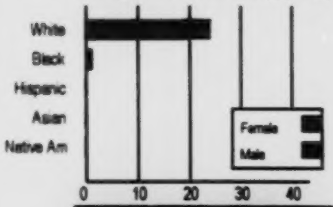
Grade Offered	Program		
PK-12	Special Education	26	7%
K-8	TAG	48	13%
K-12	ESL	28	7%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	1
1-3	3
4-6	4
7-10	6
> 10	7

Mobility Rate
47% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	1
Classroom Teachers	14
Special Education	2
Other Professionals	7

Teacher Education

Degree	Teachers
BA/BS	58 %
MA/MS	42 %
Doctorate	0 %

Principal's Highlights

Darby Elementary School continually attempts to develop each child to his/her potential in an atmosphere that fosters trust, respect and caring. The staff, with a multi-tiered school home partnership, strives to motivate each child to perform to his/her maximum ability. The major belief at Darby is "all children can learn in a rapidly changing technological age and be academically and personally successful".

Some special programs at Darby include Dolphin Pride Awards and Interactive Homework. For Dolphin Pride Awards every teacher in the school nominates a child for special recognition each month. The reasons for recognition vary as much as the children, however, they all include the qualities that we value in students at Darby. Each selected student has their picture posted on a special bulletin board and a letter sent to their parents. Interactive Homework involves parents as co-teachers. Each teacher develops one homework assignment per month that can be done cooperatively with a parent. The parents respond in a very positive way to this program.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Strategies focus on a daily home reading program schoolwide, monthly community readers and Literacy Place training with an open invitation to all parents.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

For narrowing the achievement gap in math, strategies include monthly interactive math homework, community speaker visits to classrooms to talk to students about how they use math in their jobs, schoolwide graphing and estimating activities, family math activities published in The Dolphin Dispatch, a Mathathon and training in Kagan Cooperative Learning structures.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

The school sends home a biweekly newsletter to inform parents and the community about important school activities and how they might become involved. We have also continued family computer nights as monthly events this year. All teachers have a system of communication with parents on a regular basis.

Benchmark 10.8: Establish Technology for teachers and administrators

Plans have been completed to integrate the use of technology into the Language Arts and Math curriculum areas. Teachers and parents are working to increase student computer contact time as well as their own, through computer interactive homework.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	**4.3**	**3.8**	**3.9**
Co-Supporters	**3.0**	**3.5**	**3.5**
Co-Learners	**2.7**	**2.9**	**3.1**
Co-Teachers	**3.8**	**3.5**	**3.5**
Co-Advisors	**3.0**	**3.1**	**3.3**

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

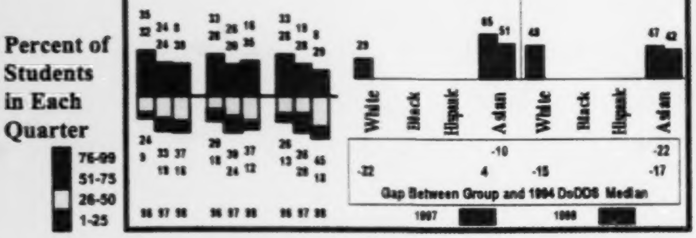
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Educators are working on activities cooperatively with parents to increase student achievement in Reading/Language Arts, Math and Technology. Activities include a Parent Resource Center, Darby Dolphin notes dent home with positive student comments, and parents as coteachers in the classroom.

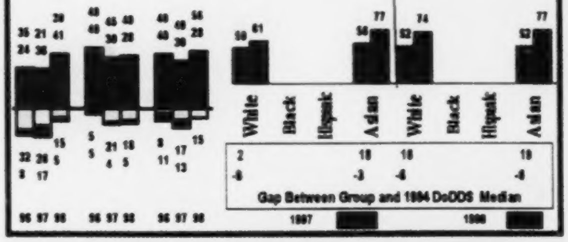
Grade 3

1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	48	51	47	53.3	43.5
District	58.5	64.0	50.9	59.1	53.3
DoDDS	57.1	61.4	50.5	57.2	53.4
Nation	50	50	50	50	50
# Students	49	49	49	49	49



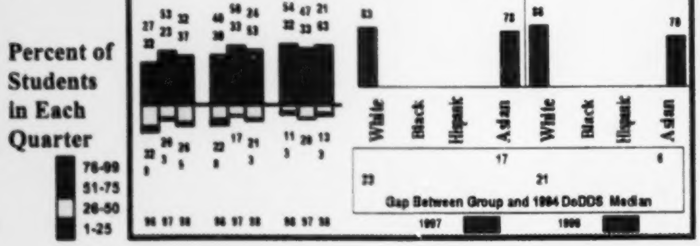
Grade 5

1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	71.2	74	80	73	75.3
District	67.7	64.2	67.5	62.1	64.0
DoDDS	67.5	63.4	66.1	61	63.2
Nation	50	50	50	50	50
# Students	39	39	39	39	39



Grade 6

1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	64	62.7	65.4	73.3	69.5
District	62.0	65.1	65.0	61.3	65.6
DoDDS	62.7	65.2	64.7	62	64.9
Nation	50	50	50	50	50
# Students	38	38	38	38	38



SAT Results					
		School	District	DoDDS	Nation
% Participating	97	NA	66%	63%	41%
	98	NA	54%	62%	43%
Math Avg Score	97	NA	494	505	511
	98	NA	505	505	512
Verbal Avg Score	97	NA	499	515	505
	98	NA	499	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Jack N. Darby ES
PSC 485 BOX 99
FPO AP 96321-0099

DSN Phone: 252-8800
Fax Number: 81-6160-52, EXT 8804
Commercial Phone:
81-6160-52, EXT 8800

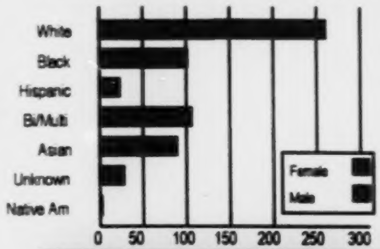
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	33	Met	49%	49%	3%	0%	0%
5	97	45	Met	47%	47%	4%	2%	0%
5	98	43	Met	33%	65%	0%	0%	2%

Misawa AB
Japan

Department of Defense Education Activity
Robert D. Edgren Junior High/High School (7-12)
1997/98 School Profile
Bruce Derr, Principal

School Characteristics

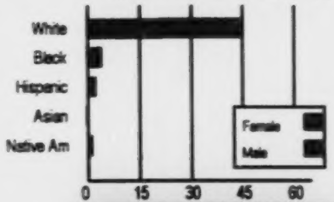
Student Enrollment - 610



Grade	
7	133
8	150
9	121
10	91
11	62
12	53
Total	610

Sponsor Affiliation	
Marine	<.5%
Army	<.5%
Navy	15%
Air Force	73%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	11%
Non-US Civilians	<.5%

Professional Staffing



Special Programs			
Grade Offered	Program		
PK-12	Special Education	13	2%
K-8	TAG	N/A	N/A
K-12	ESL	8	1%
1	Reading Recovery	N/A	N/A
7-12	AVID	34	▨
AP Courses Offered		4	▨
Students Taking AP Courses		27	23%

Teacher Experience	
Years	Teachers
New	0
1-3	2
4-6	4
7-10	1
> 10	40

Mobility Rate
28% Per Year

School Staff	
Category	FTE
Administrators	2
Classroom Teachers	44.5
Special Education	2.5
Other Professionals	3.5

Teacher Education	
Degree	Teachers
BA/BS	31 %
MA/MS	67 %
Doctorate	2 %

Principal's Highlights

Edgren High School is a warm, inviting place for students to learn and develop. Special efforts were made to support students who were having academic difficulties. Teaching teams at the 7th, 8th and 9th grade levels, as well as a Student Intervention Team for grades 10-12, developed individual plans to help students succeed. The teams were assisted by tutors, both after school and on Saturdays and teachers that provided extra help after school.

A Natural Helper program was implemented to train students who are sought by peers for their ability to listen and give advice. Edgren had a National Merit Scholar who earned a four year scholarship to the University of Southern California. Another student was recognized by the NASSP for demonstrating outstanding leadership ability.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Reading improvement remains a high priority at Edgren. Spring assessment scores indicated less than 2% fell below the national 25%. Edgren students earned numerous academic achievement awards and demonstrated exceptional citizenship.through community service.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Math continues to be a priority at Edgren High School. Per the 1997 spring math assessments, 57% of the students scored in the top national quartile. All 7th grade students participated in science research. One of our senior high students took first place in the Pacific Area Science and Humanities Symposium and went on to place 3rd in a National Science Symposium.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

The faculty and staff at Edgren participated in a variety of technology workshops and classes throughout the school year. This increased the use of the Internet, Powerpoint, Excel, word processing and Integrade as part of our daily routine. Communication via e:mail increased significantly among teachers, administrators, parents and the military community.

Benchmark 10.8: Establish Technology for teachers and administrators

Forty-three percent of the faculty required students to utilize computers to gather information and research in order to write papers and complete projects. Students gained insight into gathering necessary information via technological means, as they experienced, learned and reinforced technical writing skills as well as use of graphics and word processing.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.1	3.8	3.9
Co-Supporters	2.7	3.5	3.5
Co-Learners	2.4	2.9	3.1
Co-Teachers	2.9	3.5	3.5
Co-Advisors	3.1	3.1	3.3

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

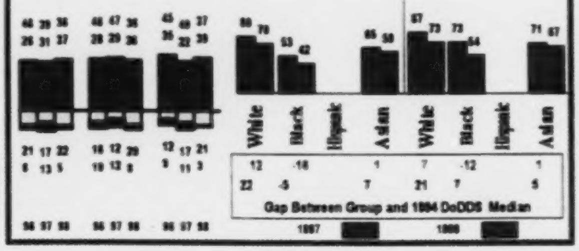
Our SHP Committee, SAC, Booster Club and faculty were able to greatly increase the amount of parental involvement in educational decisions/activities., e.g., parents made presentations in classes in their area of interest and/or expertise. Parents also participated in workshops and volunteered to assist with educational and extra-curricular activities.

Grade 7

1998 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	67	68	64.9	66	69.3
District	67.1	63.7	62.8	59.9	62.2
DoDDS	68.6	64.6	65.9	59.9	64.9
Nation	50	50	50	50	50
# Students	121	121	120	121	121

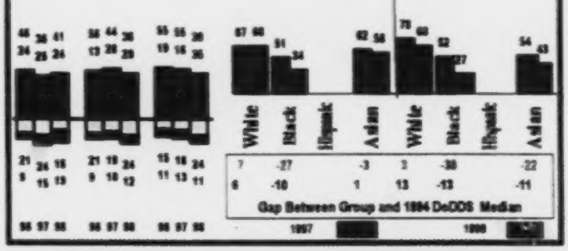
Percent of Students in Each Quarter

76-99
51-75
26-50
1-25



Grade 9

1998 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	62.3	61	63	56	55
District	70.3	66.6	69.5	63.3	61.9
DoDDS	70.8	68.4	68.8	64.9	62.9
Nation	50	50	50	50	50
# Students	112	112	112	112	112

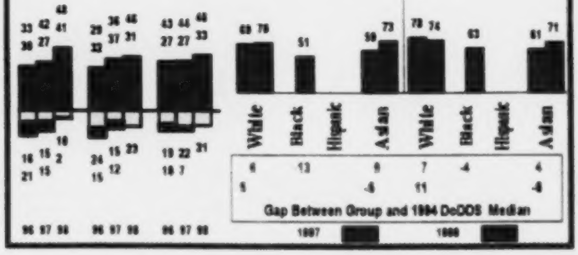


Grade 11

1998 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	73	71.6	74.4	61.6	70.6
District	68.3	68.5	66.3	61.3	65.4
DoDDS	69.9	69	69	65.4	66.5
Nation	50	50	50	50	50
# Students	61	61	61	61	61

Percent of Students in Each Quarter

76-99
51-75
26-50
1-25



SAT Results		School	District	DoDDS	Nation
% Participating	97	58%	66%	63%	41%
	98	49%	54%	62%	43%
Math Avg Score	97	464	494	505	511
	98	486	505	505	512
Verbal Avg Score	97	504	499	515	505
	98	503	499	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Robert D. Edgren HS
PSC 76 UNIT 5040
APO AP 96319-5040

DSN Phone: 226-4377
Fax Number: 81-3117-62-7982
Commercial Phone:
81-3117-66-4377

DoDEA Writing Assessment

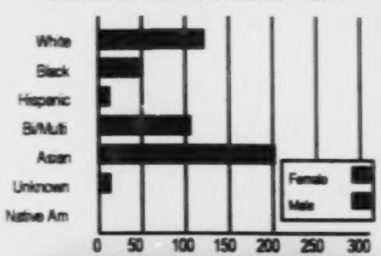
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	96	121	Not Met	19%	30%	40%	11%	1%
8	97	138	Not Met	26%	41%	23%	5%	5%
8	98	142	Not Met	17%	53%	25%	6%	0%
10	96	81	Met	36%	47%	14%	4%	0%
10	97	81	Met	35%	44%	17%	2%	1%
10	98	81	Met	33%	52%	9%	6%	0%

Sasebo, Japan

Department of Defense Education Activity
Ernest J. King Elementary/High School (PK-12)
1997/98 School Profile
Sara Porter, Principal

School Characteristics

Student Enrollment - 497



Special Programs

PK-12	Special Education	38	8%
K-8	TAG	42	12%
K-12	ESL	43	9%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	▨
AP Courses Offered		2	▨
Students Taking AP Courses		6	11%

PreK	3
K	34
1	25
2	36
3	35
4	33
5	30
6	31
7	58
8	59
9	48
10	49
11	36
12	20
Total	497

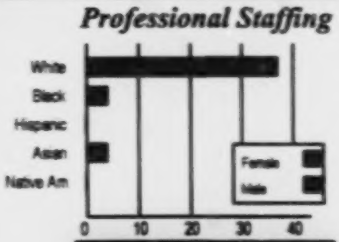
Marine	2%
Army	<.5%
Navy	86%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	11%
Non-US Civilians	<.5%

Teacher Experience

New	0
1-3	0
4-6	7
7-10	7
> 10	29

Mobility Rate
43% Per Year

Professional Staffing



School Staff

Administrators	2
Classroom Teachers	33
Special Education	3
Other Professionals	5

Teacher Education

BA/BS	44 %
MA/MS	51 %
Doctorate	4 %

Principal's Highlights

E. J. King School is a Pre-Kindergarten through twelfth grade unit school of 490 students. We are located in US Fleet Activities, Sasebo City, Nagasaki prefecture, Japan.

The student body is ethnically and culturally diverse. Sixty percent of our students are Asian-Pacific Islanders. An unusually close relationship exists among the students and between them and the staff. The students benefit from a committed staff that spends many extra hours on a strong curricular and extracurricular program. Students are well prepared for college with over 60% of the senior class over the past 4 years receiving acceptances from well known and selective colleges.

Next school year's endeavors include the implementation of both the AVID (Advancement via Individual Determination) program for eighth graders and SURESTART for our pre-school students. Both programs have been successful in increasing student achievement.

Parent and community involvement are a particular strength of the school. Personnel from several organizations and home ported ships have established a close relationship with our school and students. Over 140 parent and community volunteers were recognized at our school this year.

DoDEA Strategic Plan School Improvement Implementation
School Year 97/98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Students were involved in a "Writing-Across-the-Curriculum" program where once a week they would write on a topic based on monthly themes. The writing would incorporate a new vocabulary word learned through the "Word-of-the-Week" program. Reading was also targeted in a daily reading program. Students read for at least 15 minutes each day based on a rotating schedule.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

We are presently analyzing our date, both objective and subjective, to determine where the major gaps are occurring for us. We will structure our strategies for the coming year to focus on our individual needs. We plan to continue with our after school math tutoring program and expand its scope. We are looking at supplementing teacher tutoring with peer tutoring.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Two-way communication is routine in several of our classrooms because of the SHP "Parent-Teacher Grams " and the additional comment section of our bi-monthly Newsletter. Administrators attend the weekly Area Coordinators' Meeting and monthly Ombudsmans' Meetings. Our Fall SIP planning workshop had a strong contingent of community members.

Benchmark 10.8: Establish Technology for teachers and administrators

All teachers have access to the use of electronic recordkeeping and all teachers of grades 7-12 use the Integrade system for grade reporting. Information retrieval and analysis is available through SIMS and Columbia. Teachers and administrators continue to expand their knowledge of current software through peer training and in-service experiences.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	3.6	3.8	3.9
Co-Supporters	3.1	3.5	3.5
Co-Learners	3.0	2.9	3.1
Co-Teachers	3.3	3.5	3.5
Co-Advisors	2.4	3.1	3.3

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

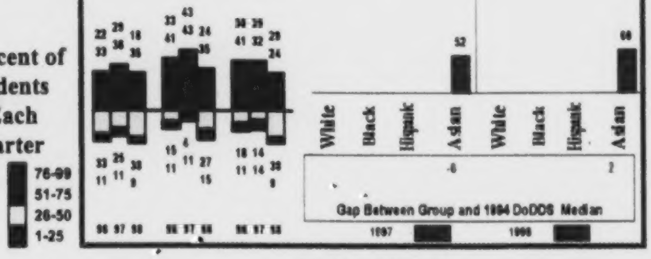
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

King School has successfully involved parents and community members in many aspects of school and student life. Parent volunteers are active in supporting student activities as well as providing enhancements to classrooms. Our adopt-a-ship program has been very successful and served to involve many who otherwise would have minimal connection to the school.

Grade 5

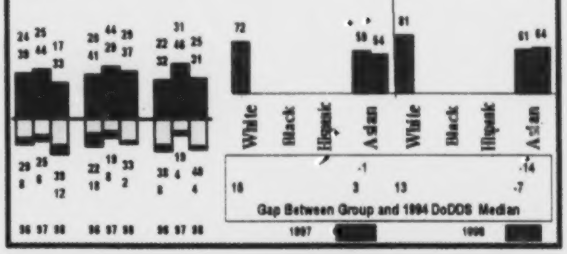
	Benchmark 3.1			Benchmark 4.2	
1998 Median Percentiles for:	Read	Lang	Soc Stdy	Math	Science
School	52	53	54	52.5	53
District	67.7	64.2	67.5	62.1	64.0
DoDDS	67.5	63.4	66.1	61	63.2
Nation	50	50	50	50	50
# Students	34	34	34	34	33

Percent of Students in Each Quarter



Grade 8

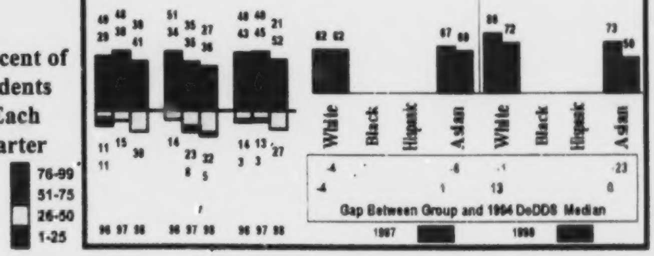
	Benchmark 3.1			Benchmark 4.2	
1998 Median Percentiles for:	Read	Lang	Soc Stdy	Math	Science
School	50.7	61	52.7	58.3	54.8
District	58.4	62.6	59.1	60.4	58.5
DoDDS	59.8	64.3	62.7	61.3	60.7
Nation	50	50	50	50	50
# Students	52	52	48	51	50



Grade 10

	Benchmark 3.1			Benchmark 4.2	
1998 Median Percentiles for:	Read	Lang	Soc Stdy	Math	Science
School	65.5	63.3	64.8	59.3	61.5
District	65.8	67.1	68.2	66.1	63.8
DoDDS	70.1	70.5	70.7	68.7	67
Nation	50	50	50	50	50
# Students	44	44	44	44	44

Percent of Students in Each Quarter



SAT Results		School	District	DoDDS	Nation
% Participating	97	31%	66%	63%	41%
	98	80%	54%	62%	43%
Math Avg Score	97	510	494	505	511
	98	501	505	505	512
Verbal Avg Score	97	490	499	515	505
	98	489	499	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

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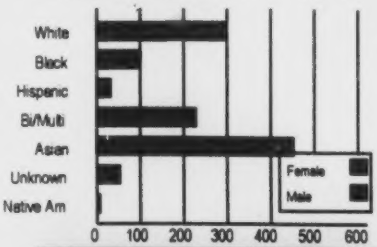
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	27	Met	19%	67%	15%	0%	0%
5	97	29	Met	28%	52%	7%	7%	7%
5	98	29	Met	17%	79%	3%	0%	0%
8	96	51	Not Met	24%	45%	26%	6%	0%
8	97	50	Met	36%	46%	14%	2%	2%
8	98	51	Not Met	8%	57%	29%	6%	0%
10	96	32	Met	22%	59%	19%	0%	0%
10	97	39	Met	44%	38%	15%	3%	0%
10	98	34	Met	38%	47%	15%	0%	0%

Yokosuka, Japan

Department of Defense Education Activity
Nile C. Kinnick High School (6-12)
1997/98 School Profile
Maureen M. Belanger, Principal

School Characteristics

Student Enrollment - 1,162



Grade	
6	217
7	228
8	196
9	181
10	153
11	106
12	81
Total	1162

Sponsor Affiliation	
Marine	2%
Army	<.5%
Navy	83%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	14%
Non-US Civilians	<.5%

Special Programs

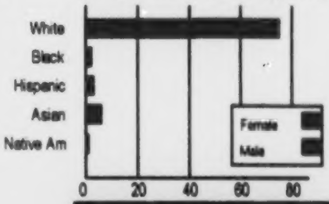
Grade Offered	Program		
PK-12	Special Education	54	5%
K-8	TAG	N/A	N/A
K-12	ESL	27	2%
1	Reading Recovery	N/A	N/A
7-12	AVID	57	▨
AP Courses Offered		5	▨
Students Taking AP Courses		72	39%

Teacher Experience

Years	Teachers
New	5
1-3	7
4-6	9
7-10	7
> 10	49

Mobility Rate
49% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	3
Classroom Teachers	70
Special Education	3.5
Other Professionals	7.5

Teacher Education

Degree	% Teachers
BA/BS	33 %
MA/MS	64 %
Doctorate	3 %

Principal's Highlights

Kinnick High School -- the largest high school in DoDDS, the only school with a 6-12 configuration, enjoying fully developed Middle School concepts, working within a block schedule, and home of the Yo-Hi Red Devils -- is located on Yokosuka Navy Base. With a growing student population of over 1150 students, we offer diverse programs to meet the needs and interests of our students.

In addition to core curriculum, numerous AP courses, three World Languages, and a full complement of vocational and fine art courses, Kinnick offers music and athletic programs that are second to none in Japan. Students in all grades participate and are regularly honored for their achievements.

Kinnick's main goal regarding school improvement was to accurately determine our unique needs and to carefully evaluate corresponding data. Only then did we feel we would be able to identify direction for improvement that would be applicable for the next three to five years and that was sure to lead to significant change. Study Skills will be our focus.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Based on the data , strategies to improve reading for understanding and analysis led to establishing a set of guidelines for students to use when taking notes, studying for exams and doing homework. These study skills, along with just arriving to class prepared, were thought to be instrumental in getting the most from the reading that is offered in the class.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

An ad-hoc data evaluation committee was established to decipher the data pertaining to student achievement, especially with regard to gaps within racial / ethnic/gender groups. From the results, study skills was chosen for emphasis. Grade level teachers will provide to the students and parents a list of required skills necessary for success in their class.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

The Principal's monthly newsletter now solicits feedback from parents, and will address the findings from the recently established staff committees. They tackle issues as: communication within the building and the community, cultural awareness, student recognition, middle and high school curriculum, staff development and school policies. An E:mail box was also established.

Benchmark 10.8: Establish Technology for teachers and administrators

Internet access is established in more than 15 sites throughout our school. Computer technology courses have been offered year round . Teachers have access to cc:Mail and many are learning to use programs such as Powerpoint and Excel and to integrate them into their programs.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	3.0	3.8	3.9
Co-Supporters	3.0	3.5	3.5
Co-Learners	2.3	2.9	3.1
Co-Teachers	3.1	3.5	3.5
Co-Advisors	3.1	3.1	3.3

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

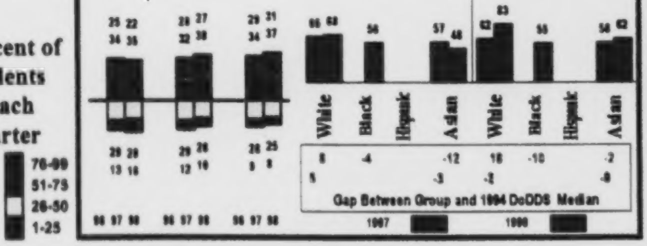
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Three groups were formed to increase parent interest and participation in the education of their child. Literary Links fostered student writing and informed the community of the quality of writing that exists. Parent Volunteers matched teacher needs with parent skills for future tasks. Parent and student orientation committee will study creating booklets for new school families.

Grade 6

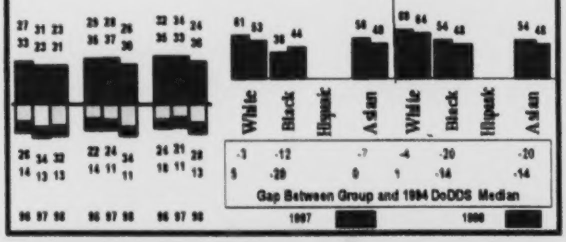
1998 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	54.2	61.2	60.8	54.3	64.7
District	62.0	65.1	65.0	61.3	65.6
DoDDS	62.7	65.2	64.7	62	64.9
Nation	50	50	50	50	50
# Students	199	199	199	199	199

Percent of Students in Each Quarter



Grade 8

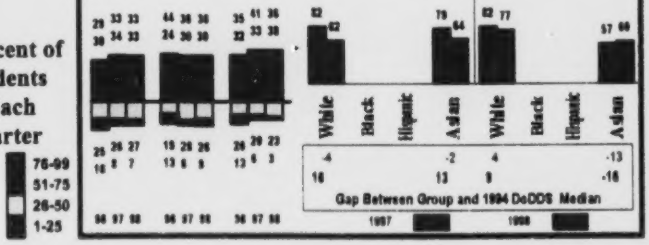
1998 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	54	55.3	58	49.7	55.8
District	58.4	62.6	59.1	60.4	58.5
DoDDS	59.8	64.3	62.7	61.3	60.7
Nation	50	50	50	50	50
# Students	172	172	172	172	168



Grade 10

1998 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	63.7	67.4	70	61.7	65.5
District	65.8	67.1	68.2	66.1	63.8
DoDDS	70.1	70.5	70.7	68.7	67
Nation	50	50	50	50	50
# Students	138	138	138	138	137

Percent of Students in Each Quarter



SAT Results		School	District	DoDDS	Nation
% Participating	97	65%	66%	63%	41%
	98	70%	54%	62%	43%
Math Avg Score	97	480	494	505	511
	98	516	505	505	512
Verbal Avg Score	97	480	499	515	505
	98	497	499	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

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DoDEA Writing Assessment

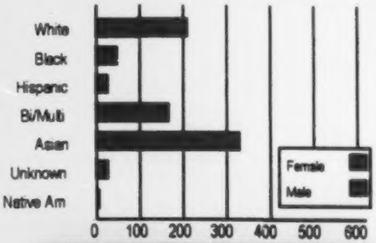
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	96	172	Not Met	16%	41%	35%	8%	0%
8	97	168	Met	41%	40%	12%	6%	1%
8	98	161	Met	32%	47%	16%	6%	1%
10	96	117	Not Met	24%	46%	27%	3%	0%
10	97	126	Met	48%	41%	9%	1%	2%
10	98	132	Met	46%	41%	11%	3%	0%

Atsugi,
Japan

Department of Defense Education Activity
Shirley Lanham Elementary School (PK-6)
1997/98 School Profile
Peter Grenier, Principal

School Characteristics

Student Enrollment - 806



Special Programs			
Grade Offered	Program		
PK-12	Special Education	66	8%
K-8	TAG	92	11%
K-12	ESL	92	11%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

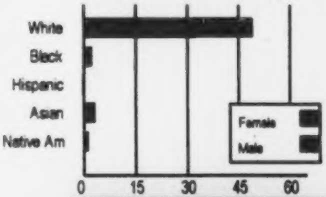
Grade	
PreK	20
K	123
1	118
2	113
3	128
4	116
5	103
6	85
Total	806

Sponsor Affiliation	
Marine	<.5%
Army	<.5%
Navy	95%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	4%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	2
1-3	4
4-6	5
7-10	4
> 10	36

Mobility Rate
40% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	38.5
Special Education	3.5
Other Professionals	10

Teacher Education	
Degree	Teachers
BA/BS	44 %
MA/MS	53 %
Doctorate	3 %

Principal's Highlights

Established in 1969, the Shirley Lanham Elementary School has enjoyed a long reputation of educational excellence. The faculty and staff of our school is committed to the belief that all children can learn and succeed. Our teachers work diligently to provide the support, encouragement and resources to help all children reach their full potential.

The use of technology to augment and extend the curriculum continues to expand in our educational setting. Our two computer labs enhance our students efforts and enrich our mathematics, language arts, science and social studies programs. "Technology Day" enriches our teacher's repertoire of skills and adds excitement to the educational process.

Our teachers provide quality instruction, integrate curriculum across the disciplines, reinforce organizational skills and establish shared expectations for behavior and quality of work. Believing in the need for well rounded students, Shirley Lanham Elementary provides a host of varied after school programs including student council, science and technology clubsubs, media expression, yearbook, music and drama activities.

Shirley Lanham Elementary School has always enjoyed a close working relationship with the parents and the community.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97/98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

The School Improvement Team chose to develop an awareness of students reading learning styles in order to increase their fluency, word recognition and comprehension. The staff was given various handouts and workshop training on learning styles. Teachers, also, completed a learning style inventory to determine their individual learning style.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

The School Improvement Team chose that the students would explain their mathematical reasoning through the use of journals. The Mathland program incorporates "convince me" activities in all units. Spring 1998 Terra Nova revealed increased math proficiency in the third and sixth grades.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

A needs survey revealed that overall, the school is doing an excellent job communicating and involving the community in all aspects of the school. The school newspaper, "The Chalkdust", is now available at the commissary, mini-mart, and base exchange. The "Chalkdust" is also published in Tagalog and Japanese.

Benchmark 10.8: Establish Technology for teachers and administrators

Our focus this year was for all students and teachers to gain technological skills to enhance classroom learning. The staff received an all-day technology in-service to refine and learn new computer skills. All classes attended the computer lab and received instruction that integrated technology skills with classroom curriculum.

Average Ratings of SHIP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	3.5	3.8	3.9
Co-Supporters	2.8	3.5	3.5
Co-Learners	2.7	2.9	3.1
Co-Teachers	3.3	3.5	3.5
Co-Advisors	2.4	3.1	3.3

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

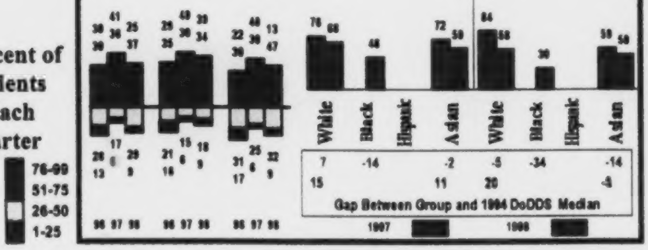
The committee was comprised of four parents, five teachers, and one administrator. Committee members were inserviced on the STIER model. The committee in conjunction with the school counselors and Family Support Center conducted active parenting classes held at Shirley Lanham Elementary School.

Grade 3

1998 Median Percentiles for:

	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	60	68.3	56.3	65	54
District	58.5	64.0	50.9	59.1	53.3
DoDDS	57.1	61.4	50.5	57.2	53.4
Nation	50	50	50	50	50
# Students	117	117	117	117	117

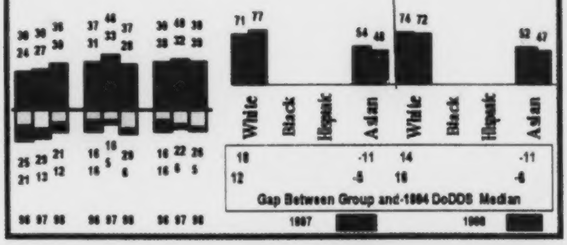
Percent of Students in Each Quarter



Grade 5

1998 Median Percentiles for:

	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	65.4	66.5	62.8	58	59
District	67.7	64.2	67.5	62.1	64.0
DoDDS	67.5	63.4	66.1	61	63.2
Nation	50	50	50	50	50
# Students	89	89	89	89	89

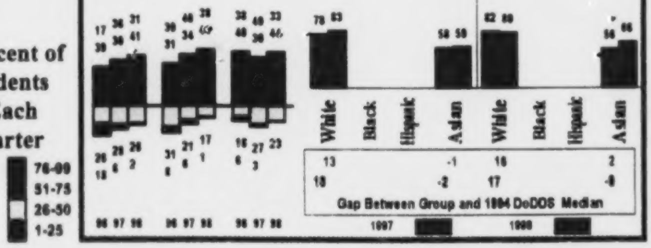


Grade 6

1998 Median Percentiles for:

	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	62	67.5	63.5	62.7	66.3
District	62.0	65.1	65.0	61.3	65.6
DoDDS	62.7	65.2	64.7	62	64.9
Nation	50	50	50	50	50
# Students	84	84	84	84	84

Percent of Students in Each Quarter



SAT Results		School	District	DoDDS	Nation
% Participating	97	NA	66%	63%	41%
	98	NA	54%	62%	43%
Math Avg Score	97	NA	494	505	511
	98	NA	505	505	512
Verbal Avg Score	97	NA	499	515	505
	98	NA	499	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

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DoDEA Writing Assessment

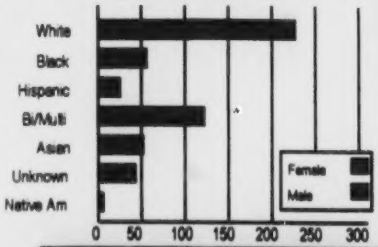
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	80	Met	34%	55%	10%	1%	0%
5	97	89	Met	19%	67%	9%	4%	0%
5	98	89	Met	21%	75%	3%	0%	0%

Iwakuni,
Japan

Department of Defense Education Activity
Matthew C. Perry Elementary School (PK-6)
1997/98 School Profile
Susan H. Jackson, Principal

School Characteristics

Student Enrollment - 511



Special Programs			
Grade Offered	Program		
PK-12	Special Education	42	8%
K-8	TAG	50	10%
K-12	ESL	27	5%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

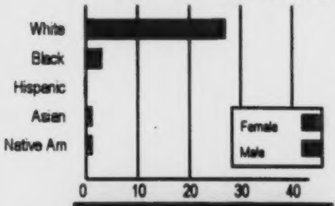
Grade	
PreK	7
K	68
1	80
2	77
3	80
4	60
5	75
6	64
Total	511

Sponsor Affiliation	
Marine	72%
Army	<.5%
Navy	18%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	10%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	0
1-3	1
4-6	4
7-10	9
> 10	25

Mobility Rate
23% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	22
Special Education	3
Other Professionals	4.5

Teacher Education	
Degree	Teachers
BA/BS	46 %
MA/MS	54 %
Doctorate	0 %

Principal's Highlights

Matthew C. Perry Elementary is a Pre-K-6 school located on Iwakuni Marine Corps Air Station, on the southern end of Honshu. The elementary facilities consist of a new multi-purpose room/gym, a new two story addition and an older classroom building. The attached high school houses the media center.

Meeting the needs of a growing student population has been the greatest challenge and primary focus this year.

During school year 97-98 four-year old students enrolled in our school as members of a Sure Start class. This program develops early readiness skills necessary for a successful kindergarten experience.

Parents are encouraged to participate through School-Home Partnership, the School Advisory Committee, the Parent Teacher Organization and as classroom volunteers. In addition, each classroom has been adopted by a military or community agency for additional support.

M. C. Perry Elementary is Building Lifelong Learners where students are encouraged to achieve to their maximum potential in academic, emotional, physical and social development.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97/98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Daily Oral Language, a language mechanics program, was continued in grades 1-6. Baseline data and skilled tests were conducted three times a year indicating improvement. Writing across the curriculum has been emphasized in science and math. The students have celebrated writing with authors' teas, published books, and computer presentations.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Skills testing conducted three times a year indicates a success in the teaching of problem solving techniques. Technology usage increased both in the classroom and in the computer lab. Staff training throughout the year was provided to widen knowledge of available resources.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

News spots on FEN, updates at PTO, monthly SAC meetings, and the school monthly newsletters are used to inform the community about important school activities. Programs such as Adopt-a-School and School-Home Partnership have brought parents, children, and school staff together.

Benchmark 10.8: Establish Technology for teachers and administrators

M. C. Perry was chosen as a testbed site for the DoD Presidential Technology Initiative. Staff received extensive technology training opportunities throughout the year. Training was provided by outside sources as well as the staff and will continue in school year 98-99.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	**4.1**	**3.8**	**3.9**
Co-Supporters	**4.0**	**3.5**	**3.5**
Co-Learners	**3.9**	**2.9**	**3.1**
Co-Teachers	**3.9**	**3.5**	**3.5**
Co-Advisors	**3.7**	**3.1**	**3.3**
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

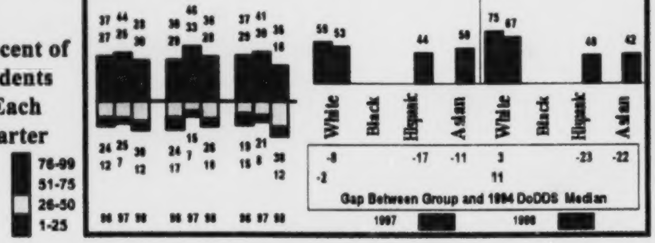
Efforts have been made to expand our school-home partnerships this year. Adopt-a-School and Red Cross volunteers have provided many hours of classroom support not only in the classroom but also on field trips and in the computer lab.

Grade 3

1998 Median Percentiles for:

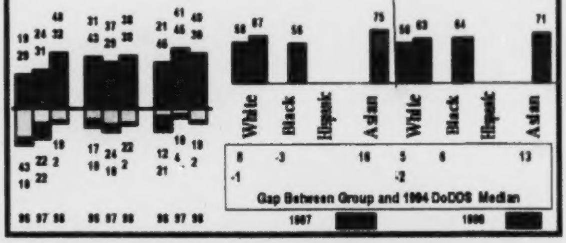
	Benchmark 3.1			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
School	59	64.7	50.8	55.8	58.7
District	58.5	64.0	50.9	59.1	53.3
DoDDS	57.1	61.4	50.5	57.2	53.4
Nation	50	50	50	50	50
# Students	69	69	69	69	69

Percent of Students in Each Quarter



Grade 5

	Benchmark 3.1			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
	73	64	74	66.8	69
	67.7	64.2	67.5	62.1	64.0
	67.5	63.4	66.1	61	63.2
	50	50	50	50	50
	63	63	63	63	63

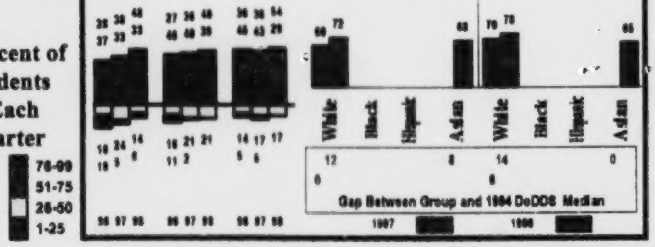


Grade 6

1998 Median Percentiles for:

	Benchmark 3.1			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
School	73.3	67.6	77.5	70.5	75
District	62.0	65.1	65.0	61.3	65.6
DoDDS	62.7	65.2	64.7	62	64.9
Nation	50	50	50	50	50
# Students	52	52	52	52	52

Percent of Students in Each Quarter



SAT Results		School	District	DoDDS	Nation
% Participating	97	NA	66%	63%	41%
	98	NA	54%	62%	43%
Math Avg Score	97	NA	494	505	511
	98	NA	505	505	512
Verbal Avg Score	97	NA	499	515	505
	98	NA	499	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

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DoDEA Writing Assessment

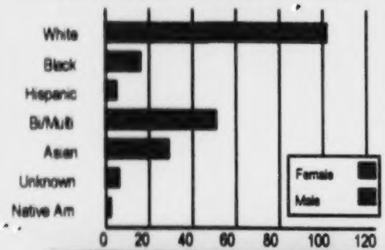
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	49	Met	25%	63%	8%	4%	0%
5	97	56	Met	16%	61%	20%	4%	0%
5	98	65	Met	18%	78%	3%	0%	0%

Iwakuni,
Japan

Department of Defense Education Activity
Matthew C. Perry Junior High/High School (7-12)
1997/98 School Profile
Sandra DiQuinzio, Principal

School Characteristics

Student Enrollment - 211



Grade	
7	43
8	45
9	37
10	38
11	21
12	27
Total	211

Sponsor Affiliation	
Marine	64%
Army	<.5%
Navy	15%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	18%
Non-US Civilians	2%

Special Programs

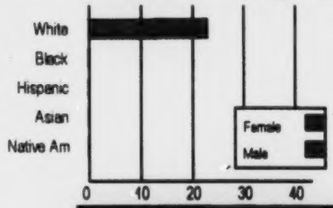
Grade Offered	Program		
PK-12	Special Education	8	4%
K-8	TAG	3	3%
K-12	ESL	5	2%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	▨
AP Courses Offered		4	▨
Students Taking AP Courses		26	54%

Teacher Experience

Year	Teachers
New	0
1-3	0
4-6	1
7-10	2
> 10	18

Mobility Rate
27% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	1
Classroom Teachers	19
Special Education	0.5
Other Professionals	2

Teacher Education

Degree	Teachers
BA/BS	30 %
MA/MS	57 %
Doctorate	13 %

Principal's Highlights

This year we declared ourselves the school "Where Learning Never Ends!" We felt this slogan united our students, faculty, parents and community in a shared quest for education. Our efforts in pursuit of this vision included continued emphasis on integrating technology into all curricular areas. In our second year as a PTI site, teachers and students received training in on-line applications, explored the Internet for information, and published their projects for world-wide viewing.

We also benefited from several School-Home Community Partnership (SHCP) initiatives. Our Adopt-A-Class units provided activity sponsors, guest teachers, and project helpers. Members from the National Naval Officers Association organized a Homework Club to tutor students in math and science. Our SHCP committee identified parent and community volunteers who shared their skills and talents with our students. Together, we also established a Parent Center as a gathering place for our volunteers.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Our focus area continues to be reading comprehension. In addition to instruction in test taking skills and the use of sustained silent reading across the curriculum, English teachers continue to require reading outside the classroom as part of their curriculum. Tests of all types were used to evaluate success. Review of rising TerraNova scores shows that our strategy seems to be working.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

To improve math problem-solving skills, all math teachers shared and used strategies learned in workshops to improve student ability and success. A school-wide challenging SIP Problem of the Day with incentives for students who entered with correct answers was a success. Individual teachers also had problem of the day programs. TerraNova Test data indicates success!

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

To keep our parents and other stakeholders informed and involved, a comprehensive communication plan was established with a Public Relations Liaison providing the communication link for dissemination of information through a variety of media. Survey responses from parents and other stakeholders indicated that school/home communication is satisfactory.

Benchmark 10.8: Establish Technology for teachers and administrators

Staff development efforts in technology have resulted in every staff member receiving technology training during the school year. Surveys were used to compile baseline data. Our newly-wired facilities helped us focus on delivering Internet access and curricular innovation into almost every classroom. We began the implementation process of the Presidential Technology Initiative.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	3.8	3.8	3.9
Co-Supporters	3.7	3.5	3.5
Co-Learners	3.0	2.9	3.1
Co-Teachers	3.6	3.5	3.5
Co-Advisors	3.3	3.1	3.3

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

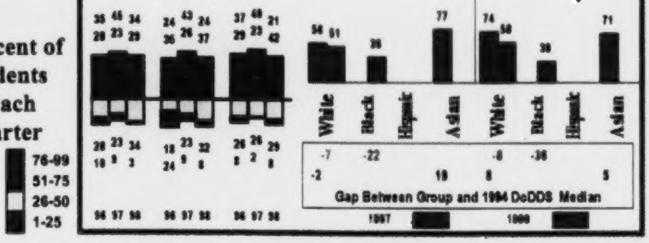
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

We have a very active School-Home-Community Partnership! Through an initial survey we identified parents who had specific skills and talents, and they shared them with our students in various ways throughout the year. The Adopt-A-Class Program and the Homework Club, organized by military volunteers, helped our students increase their knowledge in many areas.

Grade 7

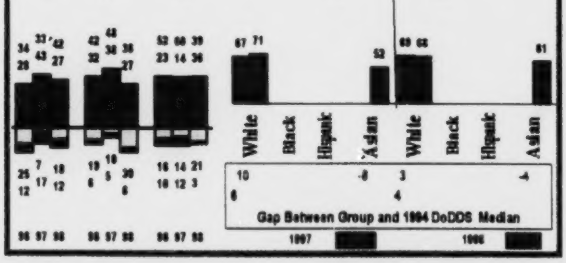
1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	67.3	56	55.5	49.8	54
District	67.1	63.7	62.8	59.9	62.2
DoDDS	68.6	64.6	65.9	59.9	64.9
Nation	50	50	50	50	50
# Students	38	38	38	38	38

Percent of Students in Each Quarter



Grade 9

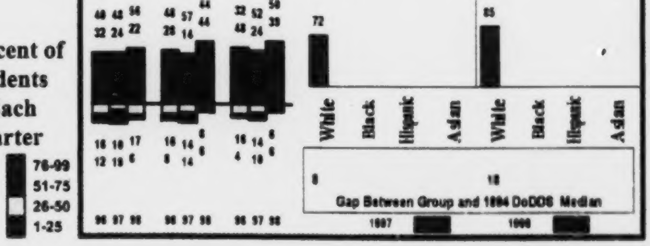
1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	71	61	69.7	54	65
District	70.3	66.6	69.5	63.3	61.9
DoDDS	70.8	68.4	68.8	64.9	62.9
Nation	50	50	50	50	50
# Students	33	33	33	33	33



Grade 11

1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	76	73	74	83	73.5
District	68.3	68.5	66.3	61.3	65.4
DoDDS	69.9	69	69	65.4	66.5
Nation	50	50	50	50	50
# Students	18	18	18	18	18

Percent of Students in Each Quarter



SAT Results		School	District	DoDDS	Nation
% Participating	97	21%	66%	63%	41%
	98	11%	54%	62%	43%
Math Avg Score	97	NA	494	505	511
	98	600	505	505	512
Verbal Avg Score	97	NA	499	515	505
	98	567	499	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

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Fax Number: 81-6117-53-4600
Commercial Phone:
81-6117-53-5448

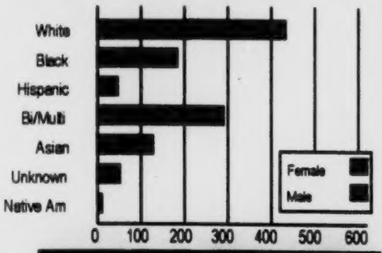
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	96	44	Not Met	18%	34%	41%	7%	0%
8	97	40	Not Met	15%	42%	25%	18%	0%
8	98	45	Not Met	18%	38%	31%	13%	0%
10	96	31	Not Met	7%	42%	42%	7%	3%
10	97	30	Met	30%	50%	17%	3%	0%
10	98	35	Met	29%	49%	9%	6%	9%

Misawa AB
Japan

Department of Defense Education Activity
Sollars Elementary School (PK-6)
1997/98 School Profile
Randell Ekanger, Principal

School Characteristics

Student Enrollment - 1,115



Special Programs			
Grade Offered	Program		
PK-12	Special Education	110	10%
K-8	TAG	120	11%
K-12	ESL	64	6%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

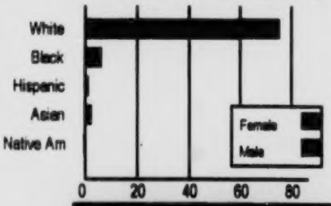
Grade	
PreK	18
K	194
1	171
2	183
3	144
4	155
5	138
6	112
Total	1115

Sponsor Affiliation	
Marine	<.5%
Army	<.5%
Navy	18%
Air Force	77%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	5%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	4
1-3	6
4-6	7
7-10	8
> 10	32

Mobility Rate
49% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	3
Classroom Teachers	52
Special Education	8
Other Professionals	14.5

Teacher Education	
Degree	Teachers
BA/BS	43 %
MA/MS	56 %
Doctorate	1 %

Principal's Highlights

Located on Misawa Air Base, Sollars Elementary School has a staff of over 100 individuals. The school provides a strong academic program for a diverse student population of more than 1100 students.

The School Improvement Leadership Team (SILT), published the benchmarks and the School Improvement Plan strategies in the Parent Newsletter throughout the school year.

Assessments were created for benchmark 4.2. Teachers supported the assessments through planning and revising the instruments, as well as administering and scoring the assessments.

The School Home Partnership activities resulted in the development of the Misawa Complex School-Home-Community Resource Directory.

The Helping Elementary Learners Program (HELP) supported the SIP by providing a tutoring program for selected students from third to fifth grades. HELP served students throughout the school year. An average of 40 volunteers assisted students in an after school tutorial program that developed and improved independent study skills.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97/98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

To increase reading proficiency we developed the following strategies: a school-wide daily sustained silent reading program (D.E.A.R.), home book logs, continued use of the Accelerated Reader computer comprehension program, the use of cooperative learning structures in the classroom, and the integration of the language and reading program.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

We worked on decreasing the gap through inservices on Cooperative Learning, students referred to H.E.L.P. after school to work on math skills, A.D.D. and /or Daily Math Tune Ups drill and practice sheets given to students daily, math nights for parents, and administering Pre/Post tests on math objectives to students in grades 1-6.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

A Parent Newsletter continued to be distributed each week by the administration. These newsletters were also made available through the Misawa Air Base Electronic Bulletin board. We maintained use of Sollars WWW site. Teachers generated newsletters and calendars and distributed to parents regarding class activities. School activities were advertised.

Benchmark 10.8: Establish Technology for teachers and administrators

Technology Inservices continued for teachers as well as modeling lessons for the teacher and his/her class to increase knowledge and make teachers and students feel more comfortable using computers and exploring software. Parent luncheons and nights offered parents opportunities to observe student using technology. We continued use of the Accelerator Reader computer program.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	4.0	3.8	3.9
Co-Supporters	3.8	3.5	3.5
Co-Learners	3.4	2.9	3.1
Co-Teachers	3.9	3.5	3.5
Co-Advisors	3.3	3.1	3.3
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

Goal 8: Parental Participation

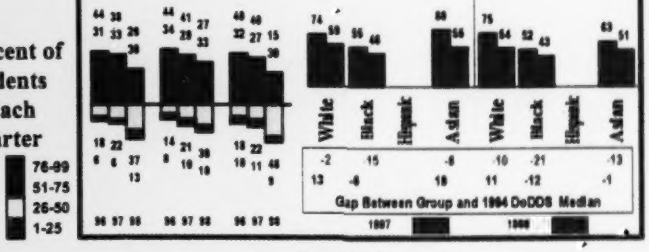
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

We surveyed Misawa Community to gain information for a complex wide database of volunteers. Parents supported reading and math benchmarks through volunteerism.

Grade 3

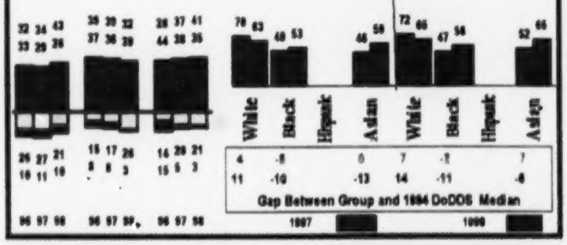
1998 Median Percentiles for:	**Benchmark 3.1**			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
School	50.3	63.2	48.1	56.8	51.1
District	58.5	64.0	50.9	59.1	53.3
DoDDS	57.1	61.4	50.5	57.2	53.4
Nation	50	50	50	50	50
# Students	136	136	135	136	136

Percent of Students in Each Quarter



Grade 5

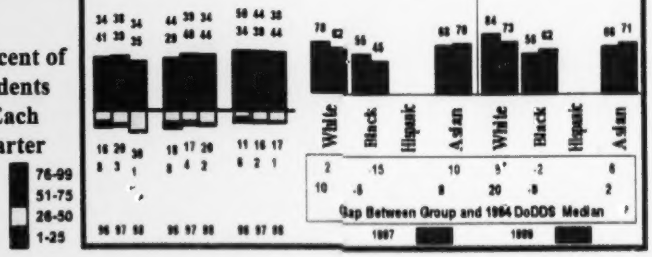
1998 Median Percentiles for:	**Benchmark 3.1**			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
School	71.8	63.6	68.7	61.6	62.6
District	67.7	64.2	67.5	62.1	64.0
DoDDS	67.5	63.4	66.1	61	63.2
Nation	50	50	50	50	50
# Students	126	126	126	126	126



Grade 6

1998 Median Percentiles for:	**Benchmark 3.1**			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
School	65	67	67.4	60.7	70
District	62.0	65.1	65.0	61.3	65.6
DoDDS	62.7	65.2	64.7	62	64.9
Nation	50	50	50	50	50
# Students	105	105	105	105	105

Percent of Students in Each Quarter



SAT Results					
		School	District	DoDDS	Nation
% Participating	97	NA	66%	63%	41%
	98	NA	54%	62%	43%
Math Avg Score	97	NA	494	505	511
	98	NA	505	505	512
Verbal Avg Score	97	NA	499	515	505
	98	NA	499	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Sollars ES
UNIT 5041
APO AP 96319-5041

DSN Phone: 226-2058
Fax Number: 81-3117-66-2058
Commercial Phone:
81-3117-66-39332058

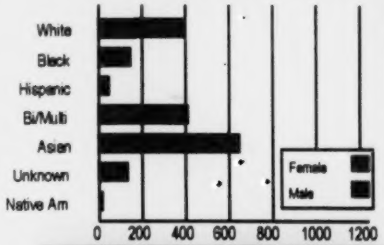
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	119	Met	20%	59%	14%	5%	1%
5	97	136	Met	35%	55%	5%	4%	2%
5	98	125	Met	26%	68%	6%	0%	0%

Yokosuka, Japan

Department of Defense Education Activity
Sullivans Elementary School (PK-5)
1997/98 School Profile
Carol Cressy, Principal

School Characteristics

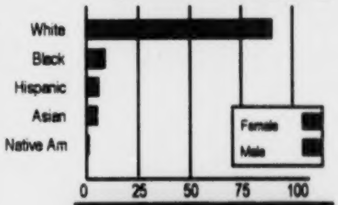
Student Enrollment - 1,772



Grade	
PreK	31
K	333
1	288
2	303
3	287
4	262
5	268
Total	1772

Sponsor Affiliation	
Marine	1%
Army	<.5%
Navy	92%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	7%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program		
PK-12	Special Education	177	10%
K-8	TAG	178	10%
K-12	ESL	150	8%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	11
1-3	11
4-6	11
7-10	12
> 10	35

Mobility Rate
33% Per Year

School Staff

Category	FTE
Administrators	4
Classroom Teachers	80
Special Education	10
Other Professionals	19

Teacher Education

Degree	% Teachers
BA/BS	41 %
MA/MS	57 %
Doctorate	2 %

Principal's Highlights

The Sullivans School made significant progress in many areas this year.

Sullivans students created a daily closed- circuit TV news program broadcasting current school news and events to keep students and teachers informed.

A children's writing and publishing project , "Literacy Link", was established to promote and encourage students to create literary essays, poetry, and art. Work from hundreds of students was published in both the community newspaper and in the Pacific Stars and Stripes on a monthly basis.

Teachers continued to teach their students using "process writing" methods as a means of increasing students' written language skills Process writing was also used as a vehicle for enhancing comprehension of various curricular areas as these were the focus of various written activities and assignments.

Computer training for the school faculty was provided in order to promote full usage of the three computer labs in our school . In-house training and technology workshops were offered for teachers throughout the year. One of the computer labs was also used for an extracurricular student computer club.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97/98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

The students displayed an increase in Language Proficiency in all content areas through development of the writing process. Success was measured through the CTBS, Terra Nova, Rubric Control Group and DODEA Writing Assessment tests as well as the tutorial participation attendance log.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

The students gained Language Proficiency through process writing, which improved their Math Scores because the Mathland curriculum involves a lot of student writing assessment. The CTBS, Terra Nova and Rubric tests show improved scores in Math and Science.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Parent to School communications have improved as demonstrated by increased attendance and support of SAC, PTO, School Home Partnership, Starlight Express, Principal's Tea and other programs.

Benchmark 10.8: Establish Technology for teachers and administrators

Students increased language proficiency through hands-on contact with computers and multi-media technology programs. Logs showing increased attendance and positive teacher assessment provide supportive data. The computer training for all staff facilitated increased involvement.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	4.0	3.8	3.9
Co-Supporters	3.4	3.5	3.5
Co-Learners	2.8	2.9	3.1
Co-Teachers	3.0	3.5	3.5
Co-Advisors	3.2	3.1	3.3

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

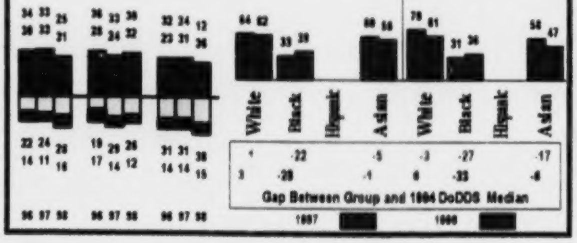
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

School Home Partnership has improved parental and community involvement as shown by increased participation in Literacy Link, Pen Pal Project, Tutorials, Starlight Express, and the Adopt-A-School Program. The school telephone logs have shown increased parental communication.

Grade 3

1998 Median Percentiles for:	**Benchmark 3.1**			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
School	54.3	60.5	49	57.3	51.3
District	58.5	64.0	50.9	59.1	53.3
DoDDS	57.1	61.4	50.5	57.2	53.4
Nation	50	50	50	50	50
# Students	261	261	261	261	261

Percent of Students in Each Quarter

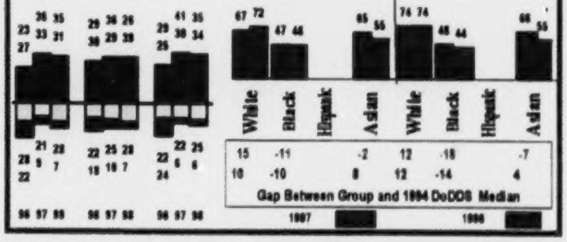


76-99
51-75
26-50
1-25

Grade 4

1998 Median Percentiles for:	**Benchmark 3.1**			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
School	62	59.5	65.4	62.6	58.2
District	66.5	61.0	67.8	63.8	62.1
DoDDS	65.1	62.8	63.6	61	61.2
Nation	50	50	50	50	50
# Students	231	231	230	230	230

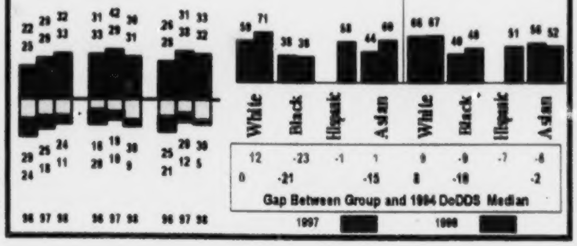
Percent of Students in Each Quarter



Grade 5

1998 Median Percentiles for:	**Benchmark 3.1**			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
School	62.2	59.4	61.4	59.5	56.1
District	67.7	64.2	67.5	62.1	64.0
DoDDS	67.5	63.4	66.1	61	63.2
Nation	50	50	50	50	50
# Students	245	245	245	245	245

Percent of Students in Each Quarter



76-99
51-75
26-50
1-25

SAT Results		School	District	DoDDS	Nation
% Participating	97	NA	66%	63%	41%
	98	NA	54%	62%	43%
Math Avg Score	97	NA	494	505	511
	98	NA	505	505	512
Verbal Avg Score	97	NA	499	515	505
	98	NA	499	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Sullivans ES
PSC 473, BOX 96
FPO AP 96349-0005

DSN Phone: 243-7329
Fax Number: 81-311-243-7865
Commercial Phone:
81-311-743-7336

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	235	Met	40%	45%	9%	4%	2%
5	97	219	Met	36%	48%	6%	4%	7%
5	98	243	Met	27%	66%	6%	0%	1%

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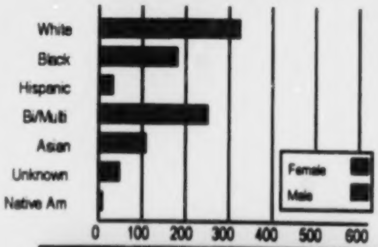
Yokota, Japan

Department of Defense Education Activity
Yokota (East) Elementary School (PK-6)
1997/98 School Profile
Charles Yahres, Principal

School Characteristics

Student Enrollment - 943



Special Programs			
Grade Offered	Program		
PK-12	Special Education	98	10%
K-8	TAG	98	10%
K-12	ESL	26	3%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

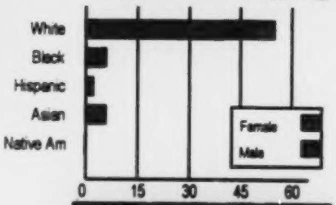
Grade	
PreK	32
K	139
1	149
2	138
3	147
4	117
5	116
6	105
Total	943

Sponsor Affiliation	
Marine	<.5%
Army	<.5%
Navy	1%
Air Force	92%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	5%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	1
1-3	5
4-6	4
7-10	14
> 10	38

Mobility Rate
27% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	41
Special Education	7.5
Other Professionals	11.5

Teacher Education	
Degree	Teachers
BA/BS	28 %
MA/MS	68 %
Doctorate	4 %

Principal's Highlights

YEES is a community school. Over 98% of the student body walk to school, and community members regularly contribute to the education of our students. Last year we documented well over 4000 hours of volunteer support in a wide array of school related programs. Our School Home Partnership Committee put together a Community Resource Guide that listed 14 pages full of local presenters willing to speak to students about a variety of career, hobbies and activities.

An on-site visit by the North Central Association elevated awareness throughout the community of our School Improvement Plan (SIP). The SIP committees' commitment to providing a clearer vision for all stakeholders brought the entire process into focus.

Increased support from all stakeholders of the SIP process certainly describes what we've done best this school year, while our newly adopted school motto clearly summarizes who we are best, "Yokota East Elementary School, "A Great School in a Great Community!"

DoDEA Strategic Plan: School Improvement Implementation School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Writing across the curriculum continues to be the primary focus for increasing all levels of achievement. Staff development focused on the writing process. Each grade level developed a rubric to be used as a standard means of evaluating student work. Students were encouraged to use writing in all curriculum areas to explain their thinking and expand knowledge and understanding.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Cooperative Learning Structures was the topic at our inservice training in June. Teachers worked in teams to evaluate, explored and expanded strategies used throughout the year. This years focus will employ a system of peer observation/peer sharing with faculty to allow teachers greater opportunities to learn from one another. The primary focus will be on Math and Science.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

The staff is developing opportunities to enhance local media coverage of important school events. The local base channel broadcasts a bulletin board display in Power Point format of school events and happenings. In-house web page gives children direct links to current school activities, which is highlighted by a digital photo journal of recent school events and study trips.

Benchmark 10.8: Establish Technology for teachers and administrators

Computer training continues to prepare our staff, parents and administrators to use the latest electronic technology. With the support of excess military computers, we have connected at least one computer to the campus network 95% of teacher's classrooms. Consequently we can provide direct access to the World Wide Web and YEES Information Center for unlimited research possibilities.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	4.1	3.8	3.9
Co-Supporters	4.2	3.5	3.5
Co-Learners	2.7	2.9	3.1
Co-Teachers	4.1	3.5	3.5
Co-Advisors	3.5	3.1	3.3
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

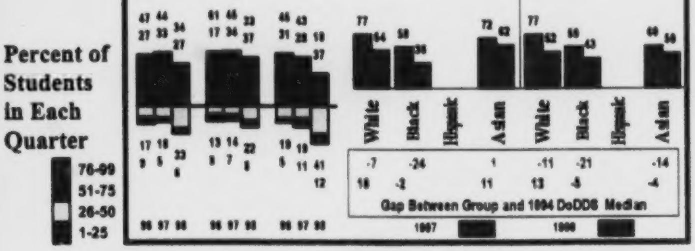
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

The SHP team is currently organizing curriculum opportunities for parents to participate in daily Science and Math activities. For example, classroom newsletter quips using Daily Oral Science and Arithmetic Developed Daily as well as using the school newsletter to present math and science activities that are easily explored and demonstrated at home.

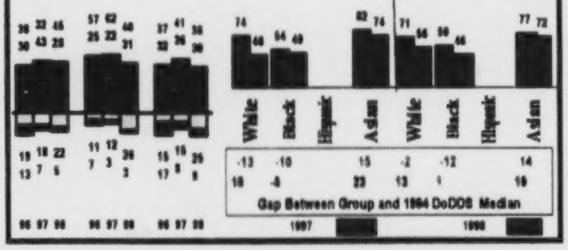
Grade 3

1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	59.2	64.7	49.7	54.6	50.3
District	58.5	64.0	50.9	59.1	53.3
DoDDS	57.1	61.4	50.5	57.2	53.4
Nation	50	50	50	50	50
# Students	126	126	126	126	126



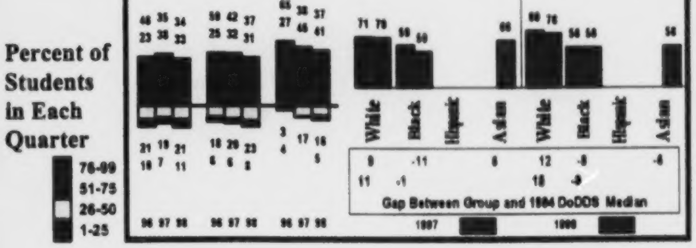
Grade 5

1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	70	68	67	58	60
District	67.7	64.2	67.5	62.1	64.0
DoDDS	67.5	63.4	66.1	61	63.2
Nation	50	50	50	50	50
# Students	102	102	102	102	102



Grade 6

1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	65.5	67	66.5	65	62
District	62.0	65.1	65.0	61.3	65.6
DoDDS	62.7	65.2	64.7	62	64.9
Nation	50	50	50	50	50
# Students	99	99	99	99	99



SAT Results					
		School	Region	DoDDS	Nation
% Participating	97	NA	66%	63%	41%
	98	NA	54%	62%	43%
Math Avg Score	97	NA	494	505	511
	98	NA	505	505	512
Verbal Avg Score	97	NA	499	515	505
	98	NA	499	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Yokota East ES
DoDDS-P/J (YE)
UNIT 5072
APO AP 96328-5072

DSN Phone: 225-6939/5204
Fax Number: 81-3117-55-5502
Commercial Phone:
81-3117-55-5503

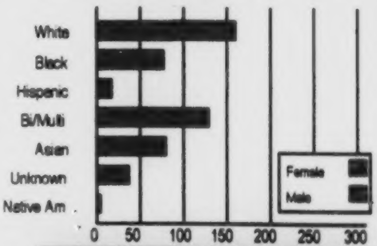
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	119	Met	41%	45%	11%	1%	0%
5	97	117	Met	39%	48%	8%	5%	0%
5	98	99	Met	21%	73%	5%	0%	1%

Yokota,
Japan

Department of Defense Education Activity
Yokota (West) Elementary School (K-6)
1997/98 School Profile
Kathryn Forystek, Principal

School Characteristics

Student Enrollment - 489



Special Programs			
Grade Offered	Program		
PK-12	Special Education	33	7%
K-8	TAG	N/A	N/A
K-12	ESL	39	8%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

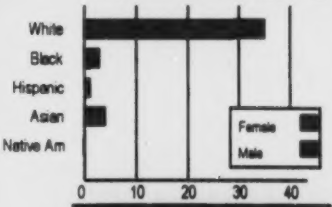
Grade	
K	77
1	73
2	82
3	60
4	76
5	63
6	58
Total	489

Sponsor Affiliation	
Marine	<.5%
Army	3%
Navy	4%
Air Force	81%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	10%
Non-US Civilians	1%

Teacher Experience	
Years	Teachers
New	0
1-3	1
4-6	3
7-10	5
> 10	27

Mobility Rate
45% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	26
Special Education	3.5
Other Professionals	6

Teacher Education	
Degree	Teachers
BA/BS	36 %
MA/MS	62 %
Doctorate	2 %

Principal's Highlights

Yokota West serves a diverse and highly transient population. Nearly all new students attend YWES when they arrive. The size of the school is such that we are not too large to be a "family" and provide the caring atmosphere and stability children need to adjust to the major transitions in their lives. We encourage the students to grow and experience new things, as they arrive in our community and in Japan.

The atmosphere of the school is positive and centered on student learning. Teachers chose to implement a School Improvement Plan that required a completely different view of instructional delivery, the integrated thematic unit approach. The grade level Biome activities in support of the DoDEA benchmark generated a great deal of excitement and the school came alive with research and technology applications in support of the goals. The 1997-1998 NCA Visitation Team commended the teachers for their selection of this style of instruction.

Our staff's vision of inspiring and preparing all students to meet the academic, social, and vocational challenges of the 21st century makes Yokota West "A Great Place to Learn."

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Concrete writing skills appropriate to each grade level were identified as focus areas for Language Arts. Writing activities which addressed identified skills, curriculum standards and the community/ schoolwide thematic unit topic "Biomes" were designed. Rubric evaluations of student pre-test/post tests indicated a schoolwide increase in learning.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

The Math Integrated Curriculum for the 1998 Thematic Biome Unit utilized problem solving applications to real life situations which addressed student computational skills, the acquisition of math language and the ability to explain computational procedures (Convince Me's.) Pre and post test evaluations showed a schoolwide increase in learning.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

A community response form was included on weekly school publications and electronic correspondence became possible with the creation of the YWES WEB page. A Community Center was established to provide community access to valuable information about school programs and curriculum. 1998 Survey results showed parents felt actively involved with educational decisions.

Benchmark 10.8: Establish Technology for teachers and administrators

Student use of technology dramatically increased with the creation of computer labs and a Publishing Center. Students worked in Word, Power Point, Paint, Excel, and keyboarding programs to develop identified computer skills. Technology applications were integral to the success of the Biome Thematic Unit. Faculty proficiency increased due to staff development opportunities.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	3.9	3.8	3.9
Co-Supporters	3.8	3.5	3.5
Co-Learners	3.4	2.9	3.1
Co-Teachers	3.6	3.5	3.5
Co-Advisors	3.2	3.1	3.3

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

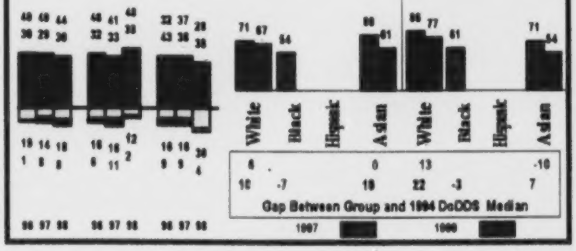
Increased community participation on the co-learning and co-teaching tiers was the major focus for the School Home Partnership Component. A complex-wide community resource book was created to help publicize the expertise areas of community members. Community involvement in curricular, co-curricular activities and schoolwide thematic units were instrumental to student success.

Grade 3

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	71.5	72.7	61.5	66.3	69.5
District	58.5	64.0	50.9	59.1	53.3
DoDDS	57.1	61.4	50.5	57.2	53.4
Nation	50	50	50	50	50
# Students	50	50	50	50	50

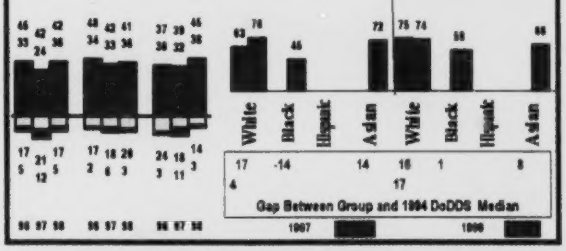
Percent of Students in Each Quarter

76-99
51-75
26-50
1-25



Grade 5

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	71.7	70	70	71.8	70.5
District	67.7	64.2	67.5	62.1	64.0
DoDDS	67.5	63.4	66.1	61	63.2
Nation	50	50	50	50	50
# Students	59	59	58	59	58

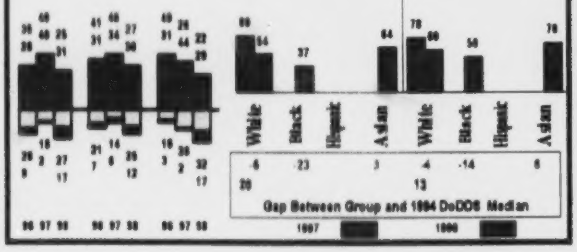


Grade 6

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	52.7	58	52	51	60.5
District	62.0	65.1	65.0	61.3	65.6
DoDDS	62.7	65.2	64.7	62	64.9
Nation	50	50	50	50	50
# Students	59	59	59	59	59

Percent of Students in Each Quarter

76-99
51-75
26-50
1-25



SAT Results		School	District	DoDDS	Nation
% Participating	97	NA	66%	63%	41%
	98	NA	54%	62%	43%
Math Avg Score	97	NA	494	505	511
	98	NA	505	505	512
Verbal Avg Score	97	NA	499	515	505
	98	NA	499	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Yokota West ES
DoDDS-P/J (YW)
UNIT 5072
APO AP 96328-5072

DSN Phone: 225-8898/7611
Fax Number: 81-3117-55-5732
Commercial Phone:
81-3117-55-7611

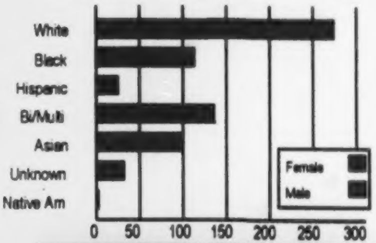
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	**Yr**	**Number Tested**	**Benchmark Criteria** **75% => Proficient**	**Distinguished**	**Proficient**	**Apprentice**	**Novice/ Undeveloped**	**Not Scoreable**
5	96	55	Met	53%	40%	7%	0%	0%
5	97	56	Met	34%	59%	4%	2%	2%
5	98	61	Met	23%	74%	3%	0%	0%

Yokota,
Japan

Department of Defense Education Activity
Yokota High School (7-12)
1997/98 School Profile
Douglas McEnery, Principal

School Characteristics

Student Enrollment - 682



Grade	
7	153
8	153
9	120
10	122
11	81
12	53
Total	682

Sponsor Affiliation	
Marine	<.5%
Army	3%
Navy	2%
Air Force	76%
Coast Guard	1%
Non-US Military	<.5%
US Civilians	16%
Non-US Civilians	<.5%

Special Programs

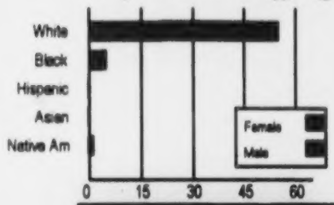
Grade Offered	Program		
PK-12	Special Education	39	6%
K-8	TAG	N/A	N/A
K-12	ESL	12	2%
1	Reading Recovery	N/A	N/A
7-12	AVID	36	▨
AP Courses Offered		4	▨
Students Taking AP Courses		47	35%

Teacher Experience

Years	Teachers
New	6
1-3	5
4-6	3
7-10	15
> 10	21

Mobility Rate
23% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	2
Classroom Teachers	46.5
Special Education	4
Other Professionals	3.5

Teacher Education

Degree	Teachers
BA/BS	30 %
MA/MS	67 %
Doctorate	3 %

Principal's Highlights

Yokota High School continues to offer diverse programs to meet the needs and interests of the student population. In addition to the core curriculum , we offer Advanced Placement classes in English, US History, Calculus, and Computer Science. Foreign language and a full compliment of vocational and fine arts courses are available to students.

The Yokota High School Improvement Plan is noteworthy for staff and community involvement demonstrated throughout the process. School-wide initiatives include: Writing Across the Curriculum; math tutoring; Math Maintenance; the Renaissance Program; implementation of the block schedule, (which has allowed for a greater depth of instruction.) Results from the SIP for SY 97-98 are: decreased discipline referrals; improved attendance; improved writing assessment scores; improved math scores for students receiving tutoring; and improved school-wide GPA.

With a supportive community and an involved staff Yokota High school is well on its way to becoming a school of excellence.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Lang Arts: (1) Lang Arts teachers continue to use Daily Oral Language. (2) Writing Across the Curriculum with an emphasis on monthly skills has been initiated. The percent of writing samples completed school-wide is tracked. (3) The Renaissance Program recognizes academic improvement and achievement. (4) Block schedule was implemented to improve the depth of instruction.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Math: (1) Students in the 7th and 8th grade who ranked in the bottom 25% on the Terra Nova were identified for tutoring. (2) Math Maintenance: a weekly review of basic math skill is accomplished in math classes. (3) Pre/post student attitude survey and standardized test results will be used to determine needed modifications of the strategy. (4) Renaissance Program & block schedule.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

(1) Student-produced television programs, broadcast directly on a community channel has allowed for immediate dissemination of information. (2) School newsletter has been revised and is evaluated regularly. (3) YHS Web site is available to all who have access to the internet. The site is updated daily. http://www.tmn.com/~mcgarity/home.htm

Benchmark 10.8: Establish Technology for teachers and administrators

(1) Results of a needs survey were utilized to design staff development. (2) Survey results demonstrate that the comfort level of the staff as it pertains to technology has increased. (3) A process is underway to insure the availability of technology in all classrooms and to develop instruments to measure improvement. (4) A process to increase students skills was initiated.

Average Ratings of SHIP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	3.0	3.8	3.9
Co-Supporters	3.0	3.5	3.5
Co-Learners	2.0	2.9	3.1
Co-Teachers	2.5	3.5	3.5
Co-Advisors	2.5	3.1	3.3
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

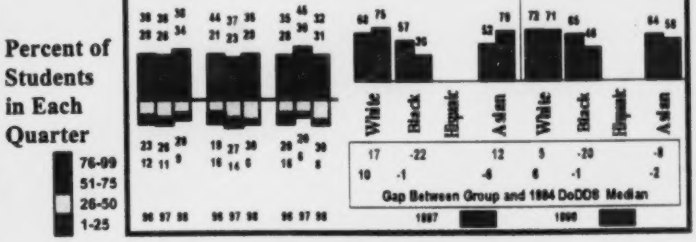
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

(1) A survey of parents' attitudes was again completed showing an improvement toward the school programs. (2) Survey results will be used to determine strategies for SY 98/99 parent involvement. (3) Minutes of all meetings are available in the office. (4) Continued parental/community involvement in the Renaissance Program.

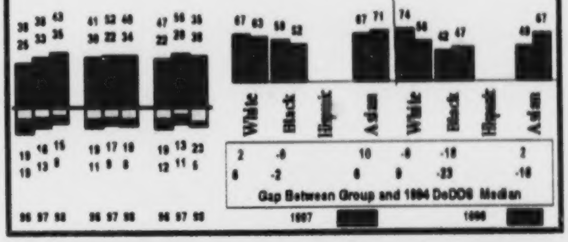
Grade 7

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	67.8	63.3	59	60.5	58.2
District	67.1	63.7	62.8	59.9	62.2
DoDDS	68.6	64.6	65.9	59.9	64.9
Nation	50	50	50	50	50
# Students	146	146	146	146	146



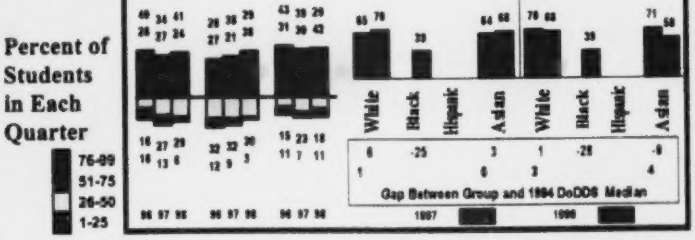
Grade 9

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	70.7	69.7	66.7	62.8	58
District	70.3	66.6	69.5	63.3	61.9
DoDDS	70.8	68.4	68.8	64.9	62.9
Nation	50	50	50	50	50
# Students	107	107	106	106	106



Grade 11

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	64.5	64	66	58.3	62.5
District	68.3	68.5	66.3	61.3	65.4
DoDDS	69.9	69	69	65.4	66.5
Nation	50	50	50	50	50
# Students	66	66	66	66	66



SAT Results		School	District	DoDDS	Nation
% Participating	97	81%	66%	63%	41%
	98	53%	54%	62%	43%
Math Avg Score	97	496	494	505	511
	98	500	505	505	512
Verbal Avg Score	97	500	499	515	505
	98	492	499	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Yokota HS
DoDDS-P/J (YH)
UNIT 5072
APO AP 96328-5072

DSN Phone: 225-7018
Fax Number: 81-3117-55-7223
Commercial Phone:
81-3117-55-5503

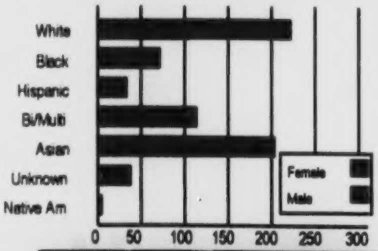
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	96	153	Not Met	20%	44%	24%	10%	1%
8	97	128	Not Met	23%	46%	20%	10%	1%
8	98	152	Met	39%	49%	11%	0%	1%
10	96	84	Not Met	26%	42%	24%	8%	0%
10	98	118	Met	45%	40%	10%	5%	0%

Camp Zama,
Japan

Department of Defense Education Activity
Zama Junior High/High School (7-12)
1997/98 School Profile
Susan Burdick, Principal

School Characteristics

Student Enrollment - 684



Grade	
7	159
8	120
9	110
10	120
11	91
12	84
Total	684

Sponsor Affiliation	
Marine	<.5%
Army	25%
Navy	42%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	29%
Non-US Civilians	3%

Special Programs

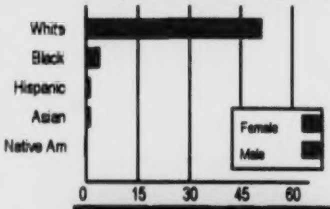
Grade Offered	Program		
PK-12	Special Education	23	3%
K-8	TAG	N/A	N/A
K-12	ESL	17	2%
1	Reading Recovery	N/A	N/A
7-12	AVID	31	▨
AP Courses Offered		8	▨
Students Taking AP Courses		66	38%

Teacher Experience

Year	Teachers
New	1
1-3	5
4-6	6
7-10	2
> 10	41

Mobility Rate
24% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	2
Classroom Teachers	47
Special Education	2
Other Professionals	3.5

Teacher Education

Degree	Teachers
BA/BS	29 %
MA/MS	66 %
Doctorate	5 %

Principal's Highlights

ZAHS serves about 700 students from Camp Zama and NAF Atsugi, Japan. Our overarching theme is "Caring Competencies, + Equity, + Quality Instruction = Success for All Students." This theme supports our SIP, strengthens school culture and improves teaching techniques to support success for all.

Our diverse student body in grades 7-12 is 35% bilingual. In support of the 83 % of our college bound students, both advanced placement (AP) and honors courses are offered in six different departments. Level V foreign languages are offered in Spanish, French and Japanese. As one of the schools with the highest Distance Education enrollment in DoDDS, telecommunications courses are very popular. AVID, the inclusion model and the middle school concept are other programs that support student success. The PTO, parents and the community actively support SIP. Peer leadership and Character Education are new additions to our curriculum this year.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97/98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Considering the needs of our multi-lingual students ZHS adopted Writing Across the Curriculum as a step toward the goal of improving writing in all subject areas. Each department developed a common framework appropriate for its subject areas. Rubrics served as pre and post assessment tools developed to analyze students' writing achievement.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

An in-depth analysis of individual achievement data resulted in a multi-layered approach to narrowing the gap. All students with low CTBS and report card grades were assisted, resulting in individual plans to increase achievement. The plan included tutoring, group support, and selected placement in appropriate math classes. Teachers were trained on diversity, equity and learning styles.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Communication among the faculty, community, home and school has been enhanced by including parents and students in all facets of the SIP and programmatic activities. Our parent feedback form, Student Success Cards, community bulletins and briefings, newspapers, the local TV Access Channel and our WEB site links are effective improving communication.

Benchmark 10.8: Establish Technology for teachers and administrators

In each of their classes, students are required to create a project using technology. Science, business, computer, and the multi-curricular labs are supplemented by our Information Media Center and Internet access. Teachers have been trained and prepared lesson plans which include technology as a tool in developing their requirements for class projects and assignments.

Average Ratings of SIP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	3.9	3.8	3.9
Co-Supporters	3.5	3.5	3.5
Co-Learners	3.1	2.9	3.1
Co-Teachers	3.3	3.5	3.5
Co-Advisors	3.0	3.1	3.3
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

Goal 8: Parental Participation

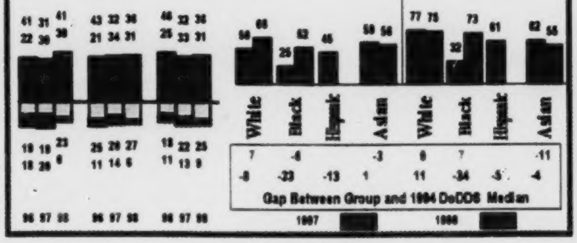
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Parent and community members are developing partnerships with teachers and students to support student achievement. Parents serve on key committees as advisors and co-decision makers. Classroom volunteers and community agencies have built close relationships as co-supporters and co-advocates in developing and sustaining our many curricular, co-curricular and SIP programs.

Grade 7

1998 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for: School	71.3	66.4	64	59.6	64
District	67.1	63.7	62.8	59.9	62.2
DoDDS	68.6	64.6	65.9	59.9	64.9
Nation	50	50	50	50	50
# Students	138	138	138	139	138

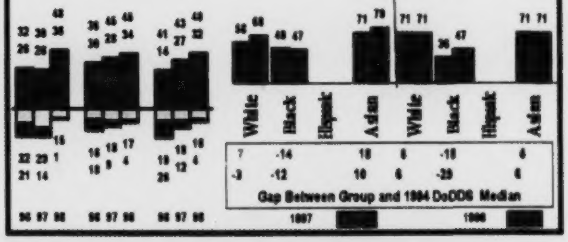
Percent of Students in Each Quarter



76-99
51-75
26-50
1-25

Grade 9

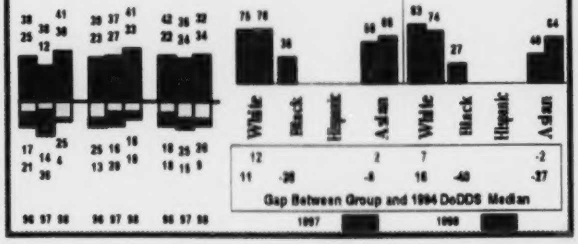
1998 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for: School	74.4	69.9	74.5	71	65.7
District	70.3	66.6	69.5	63.3	61.9
DoDDS	70.8	68.4	68.8	64.9	62.9
Nation	50	50	50	50	50
# Students	104	104	104	102	104



Grade 11

1998 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for: School	69.7	71.3	61.6	66	63.8
District	68.3	68.5	66.3	61.3	65.4
DoDDS	69.9	69	69	65.4	66.5
Nation	50	50	50	50	50
# Students	80	80	82	82	82

Percent of Students in Each Quarter



76-99
51-75
26-50
1-25

SAT Results		School	District	DoDDS	Nation
% Participating	97	61%	66%	63%	41%
	98	49%	54%	62%	43%
Math Avg Score	97	533	494	505	511
	98	502	505	505	512
Verbal Avg Score	97	518	499	515	505
	98	504	499	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Zama HS
USA GARRISON, HONSHU
APO AP 96343-0005

DSN Phone: 263-4040/3466
Fax Number: 81-3117-63-3826
Commercial Phone:
81-3117-63-4040

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	96	116	Not Met	19%	33%	39%	10%	0%
8	97	112	Not Met	22%	46%	21%	5%	4%
8	98	106	Met	35%	46%	17%	2%	0%
10	96	97	Not Met	18%	36%	36%	10%	0%
10	97	91	Not Met	33%	41%	22%	3%	1%
10	98	99	Not Met	27%	42%	19%	11%	0%

SECTION M

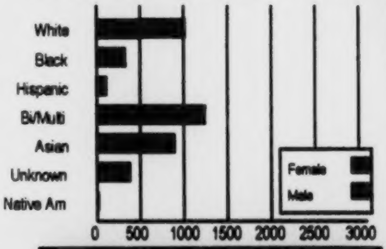
DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

KOREA DISTRICT
1997-1998

Department of Defense Education Activity
Korea District (PK-12)
1997/98 District Profile
Douglas Kelsey, Superintendent

District Characteristics

Student Enrollment - 3,904



Special Programs			
Grade Offered	Program		
PK-12	Special Education	189	5%
K-8	TAG	360	12%
K-12	ESL	265	7%
1	Reading Recovery	N/A	N/A
7-12	AVID	36	▨
AP Courses Offered		19	▨
Students Taking AP Courses		170	42%

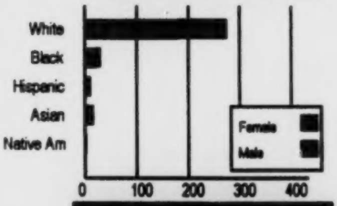
Grade	
PreK	18
K	332
1	324
2	351
3	355
4	337
5	324
6	310
7	326
8	273
9	288
10	261
11	224
12	181
Total	3904

Sponsor Affiliation	
Marine	1%
Army	43%
Navy	3%
Air Force	14%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	37%
Non-US Civilians	2%

Teacher Experience	
Years	Teachers
New	8
1-3	39
4-6	44
7-10	26
> 10	167

Mobility Rate
33% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	14
Classroom Teachers	238
Special Education	18.5
Other Professionals	39.5

Teacher Education	
Degree	Teachers
BA/BS	40 %
MA/MS	56 %
Doctorate	4 %

Superintendent's Highlights

The active involvement of all stakeholders in the decision-making process throughout the district increased significantly during SY 97-98. District task groups and School Improvement Leadership Teams (SILT) were particularly successful in considering many points of view and making decisions that benefited all students.

School improvement status reports submitted by the district schools demonstrated additional sophistication with respect to the School Improvement Process (SIP). With the large turnover in school improvement leadership at the schools each year, the SIP Liaison has implemented thorough training for SIP chairs, principals, and SILT members.

Professional development initiatives focused on the significant population of new teachers, the Literacy Place implementation, technology training, and cooperative learning. Teachers new to DoDEA (33% over the past two years) and new to Korea (over 50%) were provided an August orientation and intensive curricular assistance during the first month of school.

Emphasis was placed on the transition of the Media Centers to Information Centers. Significant progress was made in establishing the Information Centers as the hub of the school for students

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

The district continues to provide comprehensive support at each school site for LAR lead teachers who have been providing staff development in the new reading series, Literacy Place. District training is ongoing in support of the use of cooperative learning. In the areas of language arts/reading/social studies, emphasis has been placed on teaching to the standards.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

An elementary science leadership team was created to plan and arrange future training and workshops. MathLand and Interactive Math training was provided to new teachers. Training in the use of math manipulatives was provided to high school teachers. Educational equity was supported with initiatives such as AVID, TESA strategies, and cooperative learning.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Superintendent Forums were held at each school to encourage two-way communication between school, home, and community. Dialogue at these meetings was the genesis of many improvements within the district. The district completed a homepage in addition to communicating with parents/community electronically throughout the school year.

Benchmark 10.8: Establish Technology for teachers and administrators

Schools' business and computer labs were upgraded to Windows NT and NT training was provided to teachers and district staff. Applications training was provided to over 50% of the district teachers and administrators. All Korea District schools now have Internet access and by July all schools will have their LAN cabling completed. Technology training has been a district priority.

Average Ratings of SHP Progress		
Tier	District	DoDDS
Co-Communicators	3.7	3.9
Co-Supporters	3.3	3.5
Co-Learners	2.8	3.1
Co-Teachers	3.4	3.5
Co-Advisors	3.1	3.3

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

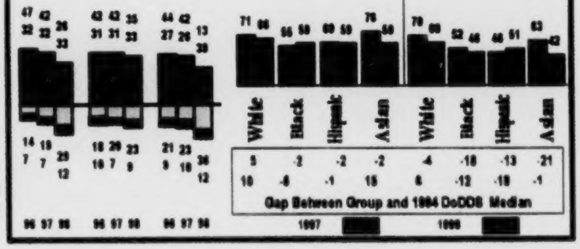
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

A district key communicator was appointed and trained. Key communicators were named at each school and district training was launched with the major focus on ensuring that schools' initiatives addressed all five tiers of the School-Home Partnership Model. Each school developed and implemented action plans to support a balance of activities throughout the tiers.

Grade 3

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
District	55.1	63.2	51.8	61.3	51.9
DoDDS	57.1	61.4	50.5	57.2	53.4
Nation	50	50	50	50	50
# Students	354	354	352	353	353

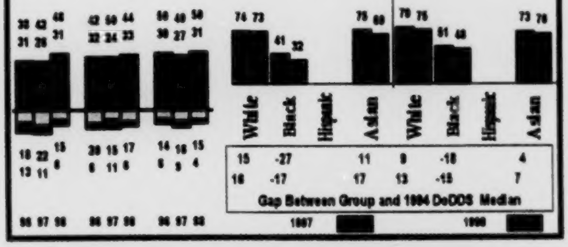
Percent of Students in Each Quarter



76-99
51-75
26-50
1-25

Grade 7

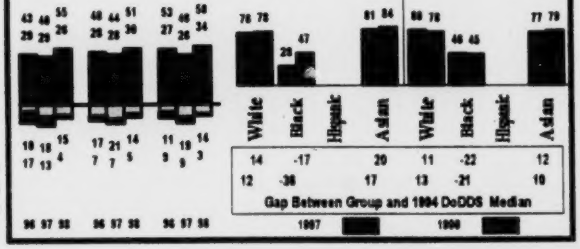
1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
District	73.9	70.9	75.4	66.3	69.6
DoDDS	68.6	64.6	65.9	59.9	64.9
Nation	50	50	50	50	50
# Students	301	301	299	300	300



Grade 11

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
District	77.1	75.9	75.4	78.2	75.2
DoDDS	69.9	69	69	65.4	66.5
Nation	50	50	50	50	50
# Students	202	202	203	203	203

Percent of Students in Each Quarter



76-99
51-75
26-50
1-25

SAT Results		District	DoDDS	Nation
% Participating	97	61%	63%	41%
	98	69%	62%	43%
Math Avg Score	97	536	505	511
	98	532	505	512
Verbal Avg Score	97	517	515	505
	98	502	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

DoD Dependents Schools - Pacific
Attn: Douglas Kelsey
Unit 15549
APO AP 96205-0005

DSN Phone: 738-5922
Fax Number: 82-2791-8-4280
Commercial Phone:
82-2791-8-5922

DoDEA Writing Assessment

				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	332	Met	51%	43%	6%	0%	1%
5	97	308	Met	40%	54%	3%	1%	1%
5	98	309	Met	21%	74%	4%	0%	1%
8	96	279	Not Met	20%	50%	24%	4%	1%
8	97	282	Met	29%	54%	11%	4%	2%
8	98	253	Met	31%	53%	14%	2%	1%
10	96	209	Not Met	30%	41%	21%	7%	1%
10	97	225	Met	38%	40%	17%	4%	0%
10	98	222	Met	33%	47%	15%	4%	0%

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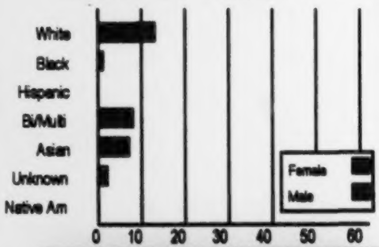
Pusan, Korea

Department of Defense Education Activity
C. Turner Joy Elementary School (K-6)
1997/98 School Profile
Howell Iles, Principal

School Characteristics

Student Enrollment - 30



[illegible]	[illegible]
K	4
1	5
2	3
3	6
4	6
5	3
6	3
Total	30

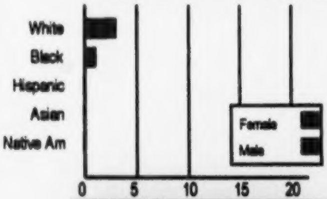
Sponsor Affiliation	
Marine	<.5%
Army	<.5%
Navy	39%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	45%
Non-US Civilians	16%

Special Programs			
PK-12	Special Education	N/A	N/A
K-8	TAG	N/A	N/A
K-12	ESL	2	7%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

Teacher Experience	
New	0
1-3	0
4-6	2
7-10	0
> 10	2

Mobility Rate
61% Per Year

Professional Staffing



School Staff Category	FTE
Administrators	1
Classroom Teachers	3
Special Education	0.5
Other Professionals	0.5

Teacher Education Degree	Teacher
BA/BS	50 %
MA/MS	50 %
Doctorate	0 %

Principal's Highlights

C. Turner Joy Elementary School had the unique opportunity to involve the entire school in the new reading/language arts program from Scholastic's, "Literacy Place," from the beginning of the school year. We are a small school composed of combination classes. We utilized the expertise of one of our teachers to start out the year by involving all students in direct instruction with our newly adopted language arts/reading program. This definitely complimented the DoDEA Strategic Community Plan/School Improvement Plan.

Our technology lab continues to improve and in the near future, we will acquire a unified system of similar hardware which lends itself to the simplification of the instructional format. All faculty members have access to E-mail, the Internet, and the Columbia Library System. Our technology lab is presently utilized by both school staff and volunteers.

School/Home Partnership was an active and developing process during the year. Significant gains were made in parental participation during school year 1997-98.

DoDEA Strategic Plan/School Improvement Implementation
School Year 97/98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Implementation of the "Literacy Place" curriculum strengthened students' communication skills through writing. Quarterly writing samples were taken for each grade level. Parents and students responded to surveys to determine their comfort levels with regards to writing.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Students used Pocket Math, a software program which involved basic mathematical operations to improve their communication skills through the use of written word problems. A pre and post test assessment was used to measure positive growth.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

The following communication links were utilized at CT Joy during the year: monthly parent newsletters, office memos, teacher notes and bi-weekly newsletters, SAC/PTO informational exchanges, and the base news letter, " Plan of the Week." Teachers and administrative staff used electronic technology to communicate with DoDEA constituencies.

Benchmark 10.8: Establish Technology for teachers and administrators

Word processing was used within the classrooms to support curricular areas for Benchmark 3.1. Printers were provided for each classroom, and access to Internet was established. The Graph Club utilized technology to support MathLand concepts. Technology skill and awareness levels were increased through staff participation in district/area level training sessions.

Average Ratings of SHP Process			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	3.3	3.7	3.9
Co-Supporters	3.2	3.3	3.5
Co-Learners	3.2	2.8	3.1
Co-Teachers	3.3	3.4	3.5
Co-Advisors	3.0	3.1	3.3

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

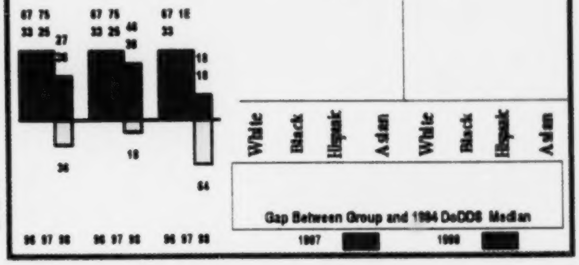
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Parents and community actively participated in school activities. Involvement was reflected in their support of after school programs such as soccer, basketball, and the technology club. Participation was visible through events such as Shadow Day, Women's History Month, DARE, and Black History Month. A host nation program enriched students on the native culture.

Grade 3

1998 Median Percentiles for:	**Benchmark 3.1** Read	Lang	Soc Stdy	**Benchmark 4.2** Math	Science
School	63	65	49	66	65
District	55.1	63.2	51.8	61.3	51.9
DoDDS	57.1	61.4	50.5	57.2	53.4
Nation	50	50	50	50	50
# Students	11	11	11	11	11

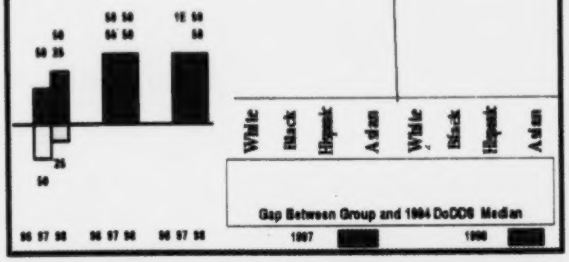
Percent of Students in Each Quarter



76-99
51-75
26-50
1-25

Grade 4

1998 Median Percentiles for:	**Benchmark 3.1** Read	Lang	Soc Stdy	**Benchmark 4.2** Math	Science
School					
District	68.6	70.4	70.3	68.1	63.9
DoDDS	65.1	62.8	63.6	61	61.2
Nation					
# Students	4	4	4	4	4



1998 Median Percentiles for: **School** **District** **DoDDS** **Nation**

# Students

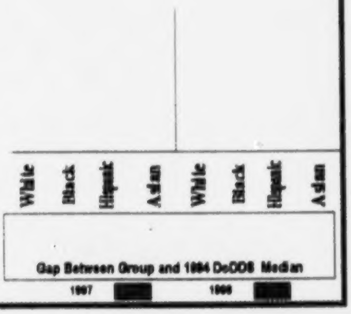
Percent of Students in Each Quarter

76-99
51-75
26-50
1-25

Benchmark 3.1
Read Lang Soc Stdy

Benchmark 4.2
Math Science

NOT APPLICABLE



SAT Results					
		[illegible]	District	DoDDS	Nation
% Participating	97	NA	61%	63%	41%
	98	NA	69%	62%	43%
Math Avg Score	97	NA	536	505	511
	98	NA	532	505	512
Verbal Avg Score	97	NA	517	515	505
	98	NA	502	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

C. Turner Joy ES
COMFLEACT CHINHAE
PSC 479
FPO AP 96269-0005

DSN Phone: 762-5466/77
Fax Number: 82-553-540-5465
Commercial Phone:
82-553-540-5466/5477

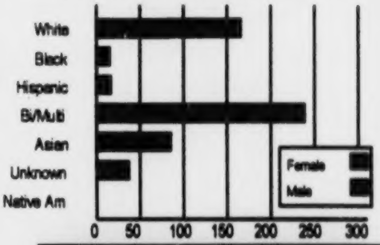
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable

Osan AB
Korea

Department of Defense Education Activity
Osan Elementary School (PK-6)
1997/98 School Profile
Suzanne E. O'Shea, Principal

School Characteristics

Student Enrollment - 539



Special Programs

PK-12	Special Education	30	6%
K-8	TAG	85	16%
K-12	ESL	56	10%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

Grade	
PreK	2
K	101
1	80
2	79
3	79
4	74
5	71
6	53
Total	539

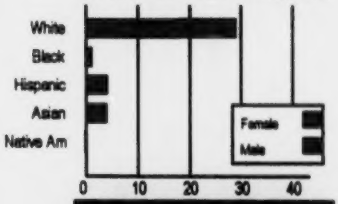
Sponsor Affiliation	
Marine	<.5%
Army	21%
Navy	<.5%
Air Force	55%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	23%
Non-US Civilians	<.5%

Teacher Experience

Years	Teachers
New	0
1-3	2
4-6	5
7-10	4
> 10	21

Mobility Rate
38% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	2
Classroom Teachers	25.5
Special Education	3
Other Professionals	7.5

Teacher Education

Degree	Teacher
BA/BS	39 %
MA/MS	55 %
Doctorate	5 %

Principal's Highlights

"Where Every Child is Treated as a Unique Individual," Osan American Elementary School offers a plethora of opportunities for students to succeed.

In order to increase proficiency in reading and language arts, 100% of students in grades 1-6 were taught the Writing Process. The result of the pre and post tests showed that over 50% raised their scores by at least 1, with a range of 1 to 4. In the annual fifth grade DoDEA Writing Assessment, 96% of the students scored in the Distinguished or Proficient levels of performance.

With a strong School/Home Partnership Program, parents and teachers were active co-teachers in various activities, including sports, musicals, field trips, and a spelling bee. Community members participated in the science and math mentoring program. PTO and SAC continue to be active advocates of OAES. In addition to partnerships between parents/community and school, the Cooperative Work Experience Program allowed high school students to be involved in working with elementary students in the education process. Volunteer hours exceeded over 200 per week.

Both the primary and intermediate grade level students benefited in the inter-grade level mentoring, through activities which included computer team work.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

The 97-98 school year was the training year for the new reading/language arts program, Literacy Place. In addition to the training for Literacy Place, the staff at Osan chose to focus on the writing process and continued to emphasize the instructional strategy of cooperative learning.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

The focus for school year 97-98 was on increasing interest in math and science through the use of centers. A staff-wide inservice on Bloom's Taxonomy was held. Teachers then incorporated a variety of questioning techniques in accordance with Bloom's Taxonomy to increase higher level thinking in math and science.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Following are examples of effective communication that occurred at OAES during the school year 1997-98: bi-monthly parent bulletins in English and Korean, classroom parent letters, home visits, parent/teacher conferences, PTO and SAC meetings, open forum meetings with the district superintendent, telephone calls, and ccMail within the school and Email with the community.

Benchmark 10.8: Establish Technology for teachers and administrators

An Apple IIGS Lab for keyboarding was established in January of '98 to allow more accessibility to the Mac Lab for other applications. LAN installation began with completion date of Summer '98. The Presidential Technical Initiative project got off to a good start with the arrival of software and training. Upgrades were made in hardware. Faculty and staff training was held.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	4.1	3.7	3.9
Co-Supporters	3.4	3.3	3.5
Co-Learners	2.8	2.8	3.1
Co-Teachers	4.0	3.4	3.5
Co-Advisors	3.2	3.1	3.3

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

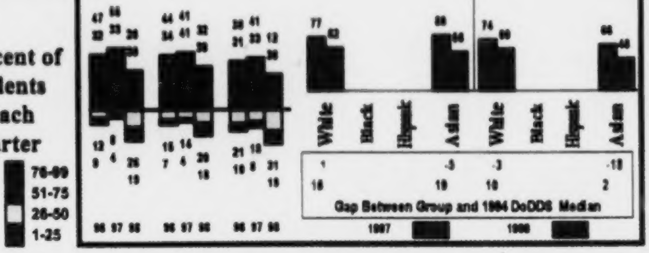
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Parents are represented at each tier of the School-Home Partnership program. Invitations are extended to parents to attend all in-service programs. Parents participated in the math hands-on activities during MathLand Week. More than one-third of the parent population provides volunteer services in the school. PTO and SAC members are active co-supporters in the school-home partnership.

Grade 3

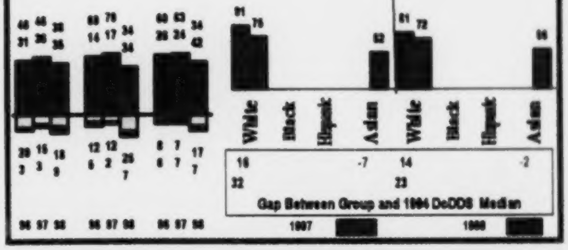
1998 Median Percentiles for:	**Benchmark 3.1** Read	Lang	Soc Stdy	**Benchmark 4.2** Math	Science
School	56	62.2	50	60	57.2
District	55.1	63.2	51.8	61.3	51.9
DoDDS	57.1	61.4	50.5	57.2	53.4
Nation	50	50	50	50	50
# Students	74	74	74	74	74

Percent of Students in Each Quarter



Grade 5

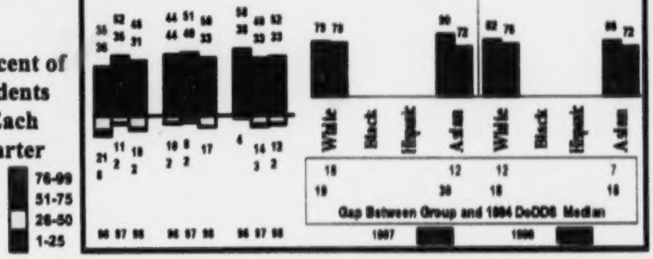
1998 Median Percentiles for:	**Benchmark 3.1** Read	Lang	Soc Stdy	**Benchmark 4.2** Math	Science
School	69	66.5	68	65	60.3
District	72.0	71.9	72.3	71.4	67.0
DoDDS	67.5	63.4	66.1	61	63.2
Nation	50	50	50	50	50
# Students	71	71	71	71	71



Grade 6

1998 Median Percentiles for:	**Benchmark 3.1** Read	Lang	Soc Stdy	**Benchmark 4.2** Math	Science
School	72.3	75.5	79.5	73.5	71.5
District	67.4	70.5	72.6	72.9	70.2
DoDDS	62.7	65.2	64.7	62	64.9
Nation	50	50	50	50	50
# Students	42	42	42	42	42

Percent of Students in Each Quarter



SAT Results		[illegible]	[illegible]	DoDDS	[illegible]
% Participating	97	NA	61%	63%	41%
	98	NA	69%	62%	43%
Math Avg Score	97	NA	536	505	511
	98	NA	532	505	512
Verbal Avg Score	97	NA	517	515	505
	98	NA	502	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Osan ES
UNIT 2037
APO AP 96278-0005

DSN Phone: 784-6912
Fax Number: 82-333-661-5733
Commercial Phone:
82-333-661-6912

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	61	Met	39%	51%	7%	0%	0%
5	97	58	Met	41%	55%	0%	2%	2%
5	98	68	Met	12%	81%	7%	0%	0%

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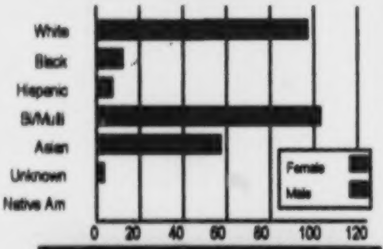
Department of Defense Education Activity
Osan High School (7-12)
1997/98 School Profile
John Provinsal, Principal

School Characteristics

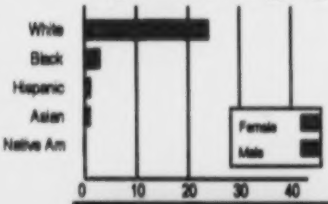
Student Enrollment - 279



Grade	
7	66
8	51
9	49
10	49
11	36
12	28
Total	279

Sponsor Affiliation	
Marine	<.5%
Army	19%
Navy	<.5%
Air Force	41%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	41%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

[illegible]			
PK-12	Special Education	11	4%
K-8	TAG	N/A	N/A
K-12	ESL	10	4%
1	Reading Recovery	N/A	N/A
7-12	AVID	9	▨
AP Courses Offered		4	▨
Students Taking AP Courses		31	48%

Teacher Experience

Years	Teachers
New	0
1-3	2
4-6	4
7-10	1
> 10	20

Mobility Rate
21% Per Year

School Staff

Category	FTE
Administrators	2
Classroom Teachers	22.5
Special Education	1
Other Professionals	2

Teacher Education

Degree	% Teacher
BA/BS	50 %
MA/MS	46 %
Doctorate	4 %

Principal's Highlights

Osan American High School in its forth year of operation has established a strong academic culture and tradition. Parental involvement, innovative application of technology and a strong partnership with the Osan and Camp Humphrey's military communities serve to facilitate student success.

The North Central Association of Colleges and School (NCA) formally accredited Osan American High School March 31, 1998. We were commended for our efforts to provide students a quality, innovative program of education.

Our curriculum includes seven AP classes and Distance Learning. It is enhanced by one computer for every two students. Our goal is to enhance teacher and student computer applications through staff training and the implementation of effective strategies for curriculum and technology integration.

Our student leadership and their commitment to excellence are validated by our AFJROTC unit, the student newspaper, yearbook and Drama team being recognized as the best in the Far East. Five students were awarded full ROTC scholarship this past school year.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Our goal is to increase student proficiency in written communication. This is addressed through Daily Oral Language exercises and the school-wide application of Cornel note-taking to strengthen writing and improve study skills.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Our goal is to increase student proficiency through the application of math skills by addressing computational skills, critical thinking and problem solving abilities. Science teachers will incorporate content specific vocabulary terms in daily lessons while requiring students to demonstrate meaning and context of the terms.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Osan High School will continue to expand and strengthen our communication with the Camp Humphreys and the Osan military communities. We have established a School's Officer in each command. In addition, our SAC has designated positions to represent both Commands.

Benchmark 10.8: Establish Technology for teachers and administrators

Osan High School continues to focus on the integration and application of technology across the curriculum. Training was based on facility identified needs Presidential Technology Initiative Project school.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	4.3	3.7	3.9
Co-Supporters	3.0	3.3	3.5
Co-Learners	2.8	2.8	3.1
Co-Teachers	3.1	3.4	3.5
Co-Advisors	3.3	3.1	3.3

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

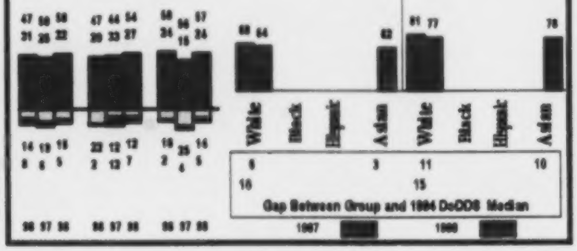
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Our school will continue to expand the involvement of our parents and the community in school activities by including them as co-supporter, learners, teachers and co-decision makers.

Grade 7

1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	78.2	78	78.6	61.8	76
District	73.9	70.9	75.4	66.3	69.6
DoDDS	68.6	64.6	65.9	59.9	64.9
Nation	50	50	50	50	50
# Students	59	59	58	58	58

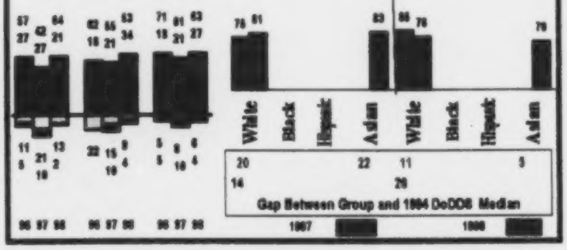
Percent of Students in Each Quarter



76-99
51-75
26-50
1-25

Grade 9

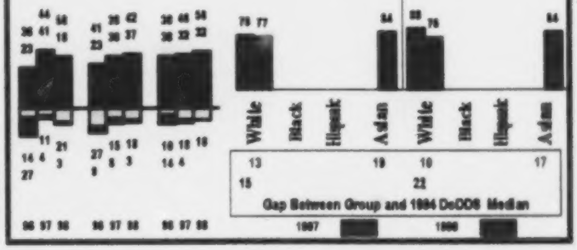
1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	83	78.3	81.5	78.7	72.5
District	76.7	72.8	72.8	72.3	63.0
DoDDS	70.8	68.4	68.8	64.9	62.9
Nation	50	50	50	50	50
# Students	47	47	48	48	48



Grade 11

1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	82	71.4	76.5	76.3	73.5
District	77.1	75.9	75.4	78.2	75.2
DoDDS	69.9	69	69	65.4	66.5
Nation	50	50	50	50	50
# Students	38	38	38	37	38

Percent of Students in Each Quarter



76-99
51-75
26-50
1-25

SAT Results		School	District	DoDDS	Nation
% Participating	97	50%	61%	63%	41%
	98	32%	69%	62%	43%
Math Avg Score	97	483	536	505	511
	98	533	532	505	512
Verbal Avg Score	97	476	517	515	505
	98	556	502	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Osan HS
UNIT 2037
APO AP 96278-0005

DSN Phone: 784-9076/9098
Fax Number: 82-333-661-9121
Commercial Phone:
82-333-661-9076/9098

DoDEA Writing Assessment

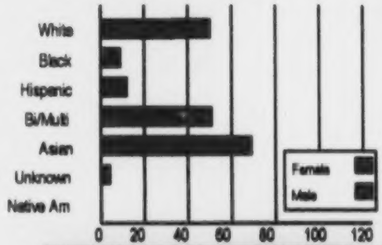
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	96	55	Not Met	15%	44%	33%	9%	0%
8	97	46	Met	33%	59%	6%	2%	0%
8	98	48	Met	17%	60%	21%	2%	0%
10	96	37	Not Met	41%	27%	27%	5%	0%
10	97	39	Met	54%	36%	10%	0%	0%
10	98	45	Met	40%	44%	11%	2%	2%

Pusan, Korea

Department of Defense Education Activity
Pusan Elementary/High School (PK-12)
1997/98 School Profile
Alexia Venglik, Principal

School Characteristics

Student Enrollment - 195



Special Programs			
Grade Offered	Program		
PK-12	Special Education	6	3%
K-8	TAG	28	19%
K-12	ESL	18	9%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	▨
AP Courses Offered		2	▨
Students Taking AP Courses		8	50%

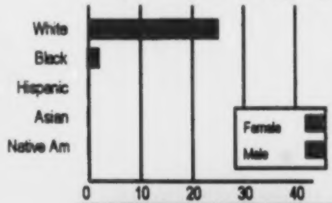
Grade	
PreK	14
K	9
1	17
2	13
3	15
4	17
5	21
6	15
7	14
8	16
9	13
10	15
11	7
12	9
Total	195

Sponsor Affiliation	
Marine	2%
Army	28%
Navy	5%
Air Force	3%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	47%
Non-US Civilians	16%

Teacher Experience	
Years	Teachers
New	0
1-3	2
4-6	0
7-10	2
> 10	17

Mobility Rate
37% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	1
Classroom Teachers	23.5
Special Education	1
Other Professionals	2

Teacher Education	
Degree	Teachers
BA/BS	27 %
MA/MS	62 %
Doctorate	12 %

Principal's Highlights

Pusan American School's mission is to create a challenging, diverse educational program in which all students become independent learners and transfer this learning to real life situations. This learning should enable students to develop the skills necessary to continue their education beyond high school to become successful, contributing members of society.

Teachers emphasize instructional programs that include key vocabulary instruction to meet the goals of benchmarks 3.1 and 4. 2. Teachers of reading, language arts, math, and science designed their own key vocabulary pre/post tests. The post tests revealed significant improvements in vocabulary acquisition. Cooperative learning, randomized calling for equal participation, and wait time are part of the instructional period to increase achievement and to narrow the gap.

Pusan American School, a multi-national school, is proud of the quality of instruction, use of technology in the labs and classrooms, collaboration between school and community, and its School-Home Partnership Program. The strength of Pusan American School is the diversity of the student population, all of whom work in harmony with each other and the many cultures present in the school.

DoDEA Strategic Plan School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

The teachers designed individual key vocabulary pre/post tests for all classes in reading, language arts, and social studies that were administered first and third quarter. The tests were used to identify student needs and served to guide the instructional program. Interactive and cooperative learning strategies continue to be employed because of their past effectiveness in increasing achievement.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

Key vocabulary pre and post tests were designed by teachers to identify student needs, add specific achievement objectives, and guide the instructional program. Continuing use of equity ensuring strategies, such as randomized calling, coupled with wait time, enhances student achievement. The presence of these strategies contributes to the narrowing of the achievement gaps.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

A parent survey designed by the School-Home Partnership Team is given to parents to learn the most effective and least effective means of communication. Written information and parent newsletters are provided in both English and Korean. The administrator serves as liaison to the commander's community meetings to report on educational programs and special events.

Benchmark 10.8: Establish Technology for teachers and administrators

There are four technology centers for students in addition to centers in the classrooms. The MAC computer lab provides supplemental instruction in reading, language arts, social studies, science, and math for elementary students to develop independent learners and increase achievement. Micron computer labs provide the latest in technology for students in grades 7-12.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	4.2	3.7	3.9
Co-Supporters	3.5	3.3	3.5
Co-Learners	2.8	2.8	3.1
Co-Teachers	3.2	3.4	3.5
Co-Advisors	3.3	3.1	3.3

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

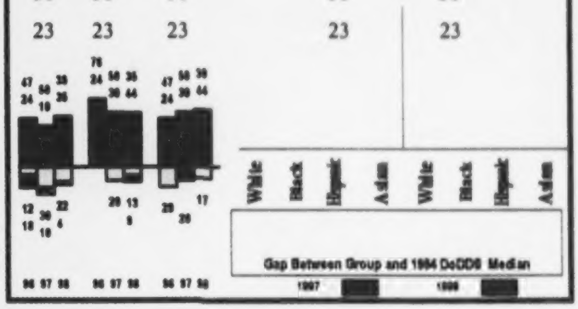
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Parental participation is sought through announcements in the parent-student handbook, parent newsletter (bi-lingual), commander's TV channel, AFKN announcements, flyers, and personal contacts for multilevel participation in school activities. The culminating event of the year is a World Culture Exposition involving extensive parental sharing.

Grade 5

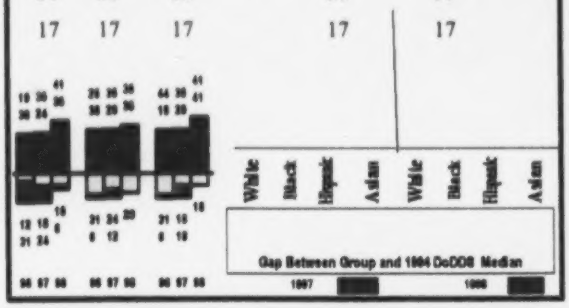
1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	71.6	72	71	77.3	70
District	72.0	71.9	72.3	71.4	67.0
DoDDS	67.5	63.4	66.1	61	63.2
Nation	50	50	50	50	50
# Students	23	23	23	23	23

Percent of Students in Each Quarter



Grade 8

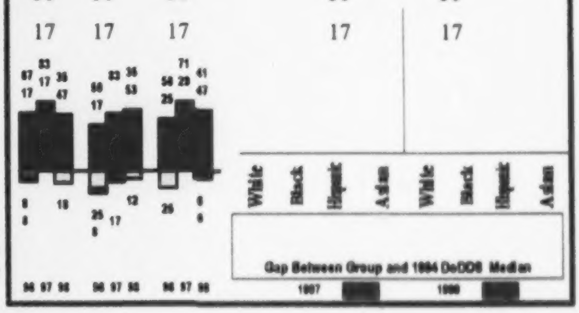
1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	70	69	74	56	65
District	64.5	72.7	69.7	68.6	65.2
DoDDS	59.8	64.3	62.7	61.3	60.7
Nation	50	50	50	50	50
# Students	17	17	17	17	17



Grade 10

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	61	73	70	63	69
District	73.4	73.8	73.9	79.3	72.2
DoDDS	70.1	70.5	70.7	68.7	67
Nation	50	50	50	50	50
# Students	17	17	17	17	17

Percent of Students in Each Quarter



SAT Results		School	District	DoDDS	Nation
% Participating	97	67%	61%	63%	41%
	98	67%	69%	62%	43%
Math Avg Score	97	515	536	505	511
	98	458	532	505	512
Verbal Avg Score	97	482	517	515	505
	98	537	502	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Pusan ES/HS
UNIT 15625
APO AP 96259-0005

DSN Phone: 763-7528
Fax Number: 82-51-803-1729
Commercial Phone:
82-52-801-7528

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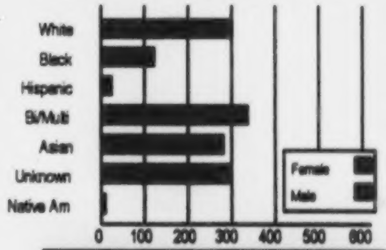
				Percent at Each Performance Level				
Grade	**Yr**	**Number Tested**	**Benchmark Criteria** **75% => Proficient**	**Distinguished**	**Proficient**	**Apprentice**	**Novice/ Undeveloped**	**Not Scoreable**
5	96	17	Met	65%	35%	0%	0%	0%
5	97	10	Met	30%	70%	0%	0%	0%
5	98	21	Met	29%	71%	0%	0%	0%
8	96	17	Not Met	24%	24%	35%	18%	0%
8	97	17	Not Met	41%	29%	6%	18%	6%
8	98	15	Met	40%	53%	7%	0%	0%
10	96	12	Met	58%	25%	17%	0%	0%
10	97	5	Met	80%	20%	0%	0%	0%
10	98	17	Met	41%	47%	6%	6%	0%

Yongsan
Korea

Department of Defense Education Activity
Seoul Elementary School (PK-6)
1997/98 School Profile
John Blom, Principal

School Characteristics

Student Enrollment - 1,349



Special Programs			
PK-12	Special Education	67	5%
K-8	TAG	187	14%
K-12	ESL	132	10%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

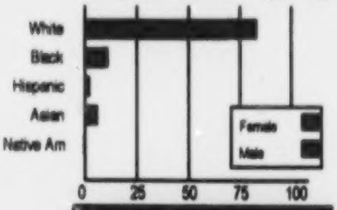
Grade	
PreK	2
K	191
1	164
2	208
3	208
4	191
5	180
6	205
Total	1349

[illegible]	
Marine	1%
Army	56%
Navy	5%
Air Force	7%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	30%
Non-US Civilians	<.5%

Teacher Experience	
New	3
1-3	7
4-6	11
7-10	5
> 10	62

Mobility Rate
30% Per Year

Professional Staffing



School Staff Category	FTE
Administrators	3
Classroom Teachers	62.5
Special Education	7.5
Other Professionals	17

Teacher Education Degree	Teacher
BA/BS	36 %
MA/MS	62 %
Doctorate	2 %

Principal's Highlights

Seoul American Elementary School (SAES), as a "School of Success", has as its goal to assist all students to have successful learning experiences. The focus of its school improvement plan is to improve student communication skills in writing and math.

The School Improvement Leadership Team has worked with the staff to prioritize new strategies. Plans for school year 98-99 will utilize a strategy involving current events to foster increased oral communication skills. To address the ethnic/gender gap, the staff has indicated a desire to continue to use Teacher Expectations and Student Achievement strategies.

The School-Home Partnership Committee is developing a binder to document activities for each of their school-home communications. An increase in partnership activities is noted.

SAES piloted a checklist to assess student competencies based upon the DoDEA draft regulation for technology requirements. Fifth grade students will camplete a multi-media project, using the internet and such programs as Hyper-Studio or Power Point.

Growth has been evident in all benchmarks.

DoDEA Strategic Plan - School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Daily Oral Language (DOL) activities were continued in grades 1-6 for SY 97-98. An additional strategy, the writing process, was used to improve students' communication skills. DOL post test scores reflect significant achievement at all grade levels. Increased scores in language mechanics were noted in standardized testing. Writing scores indicated progress in grades 1, 4, and 5.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

A Homework Club for children "at risk" was continued for SY 97-98. Staff and students report that the Homework Club had a positive effect. Staff worked with all students to increase their ability to effectively apply communication and problem solving skills in math. Post test math problem-solving scores reflect significant achievement in grades 1-6.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

The school/PTO presented a series of programs for parents in reading, science, fine arts, talented and gifted, effective parenting, and special-needs children. The administrators held coffee socials to discuss curriculum concerns. "Good News" post cards were sent to share student success. Parents recognized the family school newsletter as an important means of communication.

Benchmark 10.8: Establish Technology for teachers and administrators

Three computer labs for student use are provided and the school has achieved internet access. A checklist to assess computer competencies for students at each grade level was piloted. Pre and post tests to assess progress were administered. Students will use the internet and programs to create multi-media projects. A variety of computer training was provided for the staff throughout the school year.

[illegible]			
Tier	School	District	DoDDS
Co-Communicators	3.8	3.7	3.9
Co-Supporters	3.4	3.3	3.5
Co-Learners	3.0	2.8	3.1
Co-Teachers	3.4	3.4	3.5
Co-Advisors	3.4	3.1	3.3

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

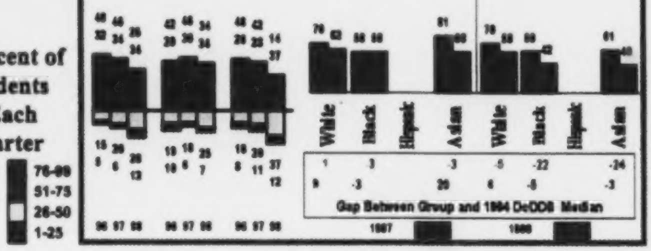
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Parent volunteers were involved in providing and/or presenting enrichment programs to our student body. A volunteer handbook has been developed. Logs indicate, on average, individuals volunteer approximately 1,000 hours per month. Staff and parents were trained on multi-tiered school-home partnership programs. A compilation of activities is in progress.

Grade 3

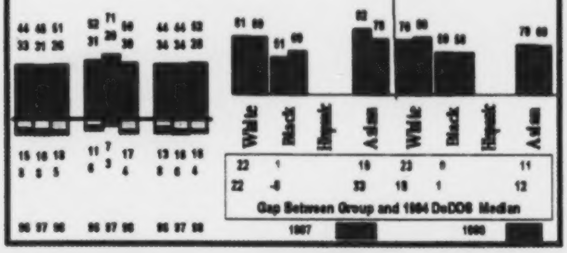
1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	54.7	64.2	51.4	59.8	50
District	55.1	63.2	51.8	61.3	51.9
DoDDS	57.1	61.4	50.5	57.2	53.4
Nation	50	50	50	50	50
# Students	211	211	209	210	210

Percent of Students in Each Quarter



Grade 5

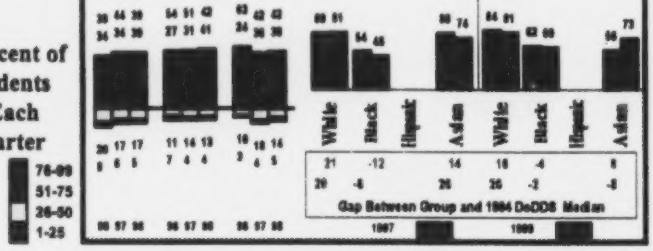
1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	76.3	75.5	77.7	75.3	69.9
District	72.0	71.9	72.3	71.4	67.0
DoDDS	67.5	63.4	66.1	61	63.2
Nation	50	50	50	50	50
# Students	175	175	175	175	175



Grade 6

1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	66.8	71.2	71.8	70.6	70.6
District	67.4	70.5	72.6	72.9	70.2
DoDDS	62.7	65.2	64.7	62	64.9
Nation	50	50	50	50	50
# Students	201	201	201	201	201

Percent of Students in Each Quarter



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% Participating	97	NA	61%	63%	41%
	98	NA	69%	62%	43%
Math Avg Score	97	NA	536	505	511
	98	NA	532	505	512
Verbal Avg Score	97	NA	517	515	505
	98	NA	502	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Seoul American ES
UNIT 15549
APO AP 96205-0005

DSN Phone: 736-4378
Fax Number: 82-2-7916-4606
Commercial Phone:
82-2-7916-4378/5978

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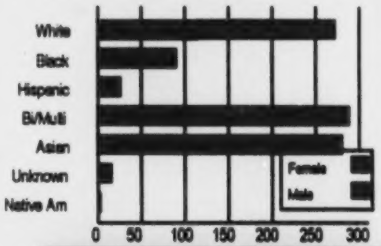
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	201	Met	56%	39%	5%	1%	0%
5	97	210	Met	41%	53%	4%	1%	1%
5	98	173	Met	23%	71%	5%	0%	1%

Department of Defense Education Activity
Seoul High School (7-12)
1997/98 School Profile
Dennis Rozzi, Principal

School Characteristics

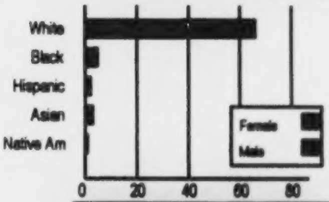
Student Enrollment - 973



Grade	
7	195
8	165
9	184
10	153
11	148
12	128
Total	973

Sponsor Affiliation	
Marine	2%
Army	45%
Navy	3%
Air Force	5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	45%
Non-US Civilians	<.5%

Professional Staffing



Special Programs			
[illegible]	[illegible]	[illegible]	[illegible]
PK-12	Special Education	52	5%
K-8	TAG	N/A	N/A
K-12	ESL	34	3%
1	Reading Recovery	N/A	N/A
7-12	AVID	27	
AP Courses Offered		8	
Students Taking AP Courses		112	41%

Teacher Experience (Years)	
New	5
1-3	8
4-6	12
7-10	10
> 10	28

Mobility Rate
20% Per Year

School Staff Category	FTE
Administrators	3
Classroom Teachers	62
Special Education	4
Other Professionals	5

Teacher Education Degree	Teacher
BA/BS	39 %
MA/MS	56 %
Doctorate	5 %

Principal's Highlights

Seoul American High School students continue to be the highlight of our school. Our graduating class has received over two million dollars in scholarships. This year five students scored a perfect 800 on the math portion of the SAT. Approximately 75% of the 10th and 8th graders scored in the distinguished-proficient range on the DoDEA-wide Writing Assessment, and twenty-five JROTC seniors received three to four year scholarships to attend major universities. To encourage more students to excel academically, a new program, "Renaissance," was established. Over 600 students were honored each quarter with a Renaissance card and certificates.

The School Improvement Leadership Team(SILT) has led the faculty in the formation of benchmark committees and they have developed local assessment instruments for each department. The institution of the Math Lab to narrow the gap in math has grown from 23 students to 40 attending two periods daily and after school. Preliminary results after one quarter have shown a 35% increase in math GPA among the participants. Cooperative Learning courses, a Home Page on the Internet, community surveys and projects have all moved SAHS toward becoming a world class high school.

DoDEA Strategic Plan - School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

The committee expanded efforts to train teachers in cooperative learning by instituting a weekly Brown Bag Lunch session, by having 10 teachers earn credit through a graduate course, compiling a lesson plan book open to all teachers, and encouraging peer observation of cooperative learning strategies. A survey indicated 67% of teachers used cooperative learning at least weekly.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Cooperative Learning continued to be emphasized throughout the math and science departments. A Math Lab was instituted the second semester for 7th-9th graders with low math scores, and attended by 35 students for one of three periods. Teachers have attended local workshops throughout the school year, studying topics such as manipulatives, graphing calculators, and algebra.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

A monthly newsletter to parents now has a response page, and the Internet Home Page has been updated, a joint effort by administrators, teachers, and students. A briefing for eighth-graders and parents was held to explain the new DoDEA graduation requirements. Twice this year the SAC and the PTO held combined meetings on important topics.

Benchmark 10.8: Establish Technology for teachers and administrators

Although the gym and the middle school huts are still not on the LAN, most teachers now have a computer with access to cc:MAIL and the Internet. The Media Center has expanded to 12 stations with Internet access for student use. The Technology Committee is active in resolving problems, promoting training with hardware/software, and overseeing the equitable distribution of computers.

Tier	School	District	DoDDS
Co-Communicators	3.4	3.7	3.9
Co-Supporters	3.7	3.3	3.5
Co-Learners	2.7	2.8	3.1
Co-Teachers	3.2	3.4	3.5
Co-Advisors	2.8	3.1	3.3

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

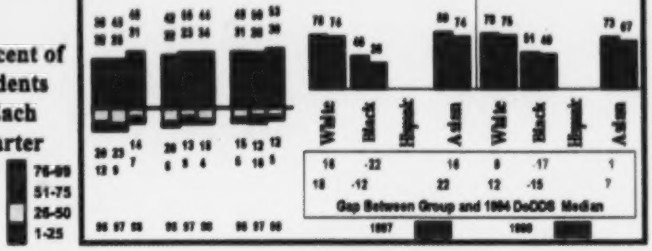
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

A community-wide survey was written and conducted to find community members willing to help SAHS. 1998 has seen parental participation mushroom from previous years. Parents were instrumental in producing a Career Day and also in creating bulletin boards on various subjects, including school improvement. The PTO contributed $1000 to buy 7th-8th planners/organizers.

Grade 7

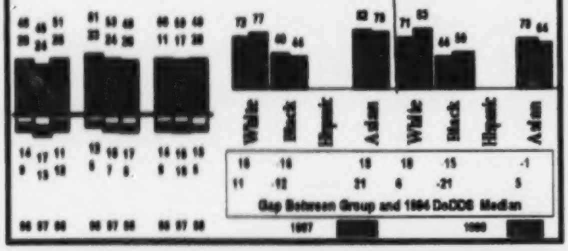
1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	74.3	69.7	76.5	72	68.4
District	73.9	70.9	75.4	66.3	69.6
DoDDS	68.6	64.6	65.9	59.9	64.9
Nation	50	50	50	50	50
# Students	176	176	176	176	176

Percent of Students in Each Quarter



Grade 9

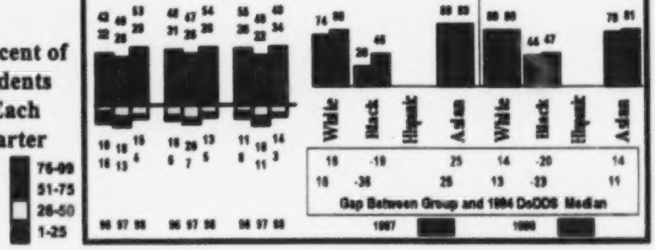
1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	76.4	72.7	75	74.7	65.7
District	76.7	72.8	72.8	72.3	63.0
DoDDS	70.8	68.4	68.8	64.9	62.9
Nation	50	50	50	50	50
# Students	179	179	180	180	180



Grade 11

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	76.7	79	75	80.8	76.2
District	77.1	75.9	75.4	78.2	75.2
DoDDS	69.9	69	69	65.4	66.5
Nation	50.	50	50	50	50
# Students	129	129	130	131	130

Percent of Students in Each Quarter



		[illegible]	[illegible]	[illegible]	[illegible]
% Participating	97	59%	61%	63%	41%
	98	75%	69%	62%	43%
Math Avg Score	97	555	536	505	511
	98	539	532	505	512
Verbal Avg Score	97	527	517	515	505
	98	503	502	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Seoul American HS
UNIT 15549
APO AP 96205-0005

DSN Phone: 738-4547/5994
Fax Number: 82-2-7918-8822
Commercial Phone:
82-2-7918-4547

				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	96	166	Not Met	22%	51%	23%	2%	1%
8	97	173	Met	25%	56%	13%	2%	4%
8	98	150	Met	38%	47%	11%	2%	1%
10	96	137	Not Met	26%	45%	20%	8%	1%
10	97	142	Met	39%	42%	16%	4%	0%
10	98	125	Met	29%	47%	18%	6%	0%

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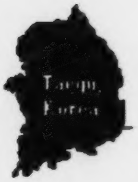
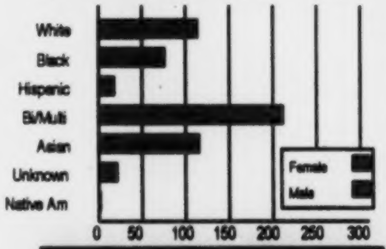


Department of Defense Education Activity
Taegu Elementary/High School (K-12)
1997/98 School Profile
Jim G. Harrison, Principal

School Characteristics

Student Enrollment - 539



Special Programs			
PK-12	Special Education	23	4%
K-8	TAG	60	15%
K-12	ESL	13	2%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	▨
AP Courses Offered		5	▨
Students Taking AP Courses		19	39%

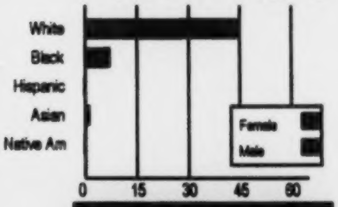
Grade	
K	27
1	58
2	48
3	47
4	49
5	49
6	34
7	51
8	41
9	42
10	44
11	33
12	16
Total	539

Sponsor Affiliation	
Marine	<.5%
Army	51%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	47%
Non-US Civilians	2%

Teacher Experience	
New	0
1-3	18
4-6	10
7-10	4
> 10	17

Mobility Rate
25% Per Year

Professional Staffing



School Staff	FTE
Administrators	2
Classroom Teachers	39
Special Education	2
Other Professionals	5.5

Teacher Education	
Degree	Teacher
BA/BS	38 %
MA/MS	. 60 %
Doctorate	2 %

Principal's Highlights

Taegu American School enrolls students from Sure Start through grade 12. Over the past several years we have made many changes to meet the needs of our students. Selecting faculty experienced and dedicated to quality education continues to improve academic and social success for all of our students. Efforts across all grade levels to identify and serve at- risk students are having a positive impact for this portion of our community.

We continue to aggressively expand educational technology for all within the school. The media center is the hub of learning. Current technology is being maximized in all classrooms and offices in order to access internal and Internet resources by all teachers and students. As a result of our technology initiatives, students at TAS are able to take advantage of numerous Advanced Placement courses while still enjoying a small school environment.

School-Home Partnership is considered an essential program. Military leaders, parents, teachers, and students work in concert to plan all programs and policies in an emerging site- based management model. Local initiatives are given the highest priority in order to meet the needs of the students at TAS.

DoDEA Strategic Plan School Improvement Implementation
School Year 97/98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

The SILT made a commitment to provide writing opportunities in all subject areas. Teachers developed lesson plans to incorporate writing in their disciplines. The underlying principle for this initiative is that language fluency applied in all disciplines leads to higher level achievement and understanding.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Integrating math and science through Writing Across the Curriculum has provided emphasis in these content areas. Utilizing writing assessments, tied into math through specific prompts, authentic assessment, and current math/science standards, appropriate developmental competencies are being addressed.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

The school publishes information for the community in a variety of print and electronic media. School administration, classes, and the School-Home Partnership team utilize all available media to reach the entire community. Isolated communities get special attention to increase their involvement in the school and its programs.

Benchmark 10.8: Establish Technology for teachers and administrators

The integration of technology as a viable instructional tool continues to be a high priority. Network access throughout the school has been established. Staff development in the application of technology continues as a high priority in the school. Emphasis is now on consolidation of skills and institutionalization of technology driven instructional practices.

Average Ratings of SIP Practices

Tier	School	District	DoDDS
Co-Communicators	3.1	3.7	3.9
Co-Supporters	2.9	3.3	3.5
Co-Learners	2.5	2.8	3.1
Co-Teachers	3.4	3.4	3.5
Co-Advisors	2.7	3.1	3.3
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership……

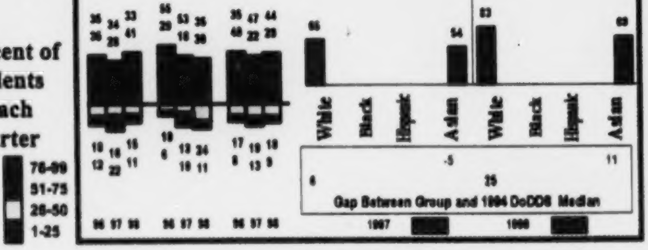
Community and parents participated in all of our SIP initiatives, core values, student outcomes, and curricular development. Parents and community leaders are represented on all committees. Parental involvement, especially parents from diverse, multi-cultural backgrounds continues to increase.

Grade 5

1998 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	66.7	62	70	54	58.3
District	72.0	71.9	72.3	71.4	67.0
DoDDS	67.5	63.4	66.1	61	63.2
Nation	50	50	50	50	50
# Students	46	46	45	46	46

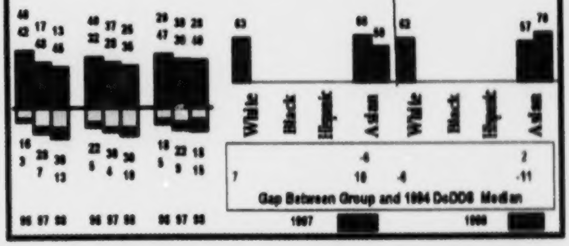
Percent of Students in Each Quarter

76-99
51-75
26-50
1-25



Grade 8

1998 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	53.5	60.7	59.3	56	63
District	64.5	72.7	69.7	68.6	65.2
DoDDS	59.8	64.3	62.7	61.3	60.7
Nation	50	50	50	50	50
# Students	40	40	40	39	39

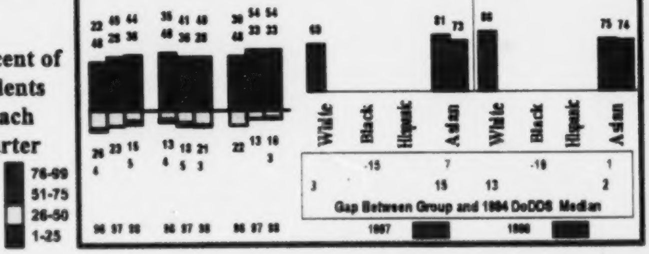


Grade 10

1998 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	72.3	74.7	76.5	74	75.3
District	73.4	73.8	73.9	79.3	72.2
DoDDS	70.1	70.5	70.7	68.7	67
Nation	50	50	50	50	50
# Students	39	39	39	39	39

Percent of Students in Each Quarter

76-99
51-75
26-50
1-25



SAT Results

% Participating	97	76%	61%	63%	41%
	98	88%	69%	62%	43%
Math Avg Score	97	521	536	505	511
	98	509	532	505	512
Verbal Avg Score	97	533	517	515	505
	98	440	502	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Taegu American School
UNIT 15623
APO AP 96218-0005

DSN Phone: 768-7551
Fax Number: 82-53-470-7787
Commercial Phone:
82-53-470-7551

[illegible] Writing Assessment

				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	49	Met	33%	55%	12%	0%	0%
5	97	30	Met	33%	60%	0%	3%	3%
5	98	47	Met	26%	72%	0%	0%	2%
8	96	40	Met	18%	68%	15%	0%	0%
8	97	46	Met	33%	54%	9%	4%	0%
8	98	40	Met	18%	62%	18%	2%	0%
10	96	23	Not Met	22%	48%	17%	9%	0%
10	97	39	Not Met	15%	38%	31%	13%	3%
10	98	35	Met	34%	51%	11%	3%	0%

SECTION N

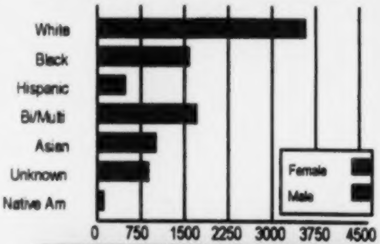
DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

OKINAWA DISTRICT
1997-1998

Department of Defense Education Activity
Okinawa District (PK-12)
1997/98 District Profile
Steve Bloom, Superintendent

District Characteristics

Student Enrollment - 9,189



Special Programs			
Grade Offered	Program		
PK-12	Special Education	795	9%
K-8	TAG	1036	14%
K-12	ESL	369	4%
1	Reading Recovery	183	18%
7-12	AVID	83	
AP Courses Offered		17	
Students Taking AP Courses		186	31%

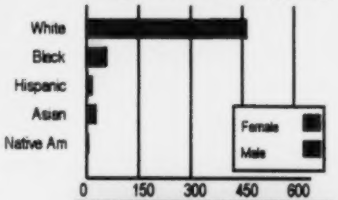
Grade	
PreK	103
K	931
1	1011
2	995
3	935
4	897
5	828
6	646
7	666
8	608
9	539
10	432
11	314
12	284
Total	9189

Sponsor Affiliation	
Marine	38%
Army	4%
Navy	9%
Air Force	41%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	9%
Non-US Civilians	<.5%

Teacher Experience	
Year	Teacher
New	13
1-3	59
4-6	66
7-10	62
> 10	457

Mobility Rate
31% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	30
Classroom Teachers	478
Special Education	55
Other Professionals	111

Teacher Education	
Degree	% Teachers
BA/BS	34 %
MA/MS	62 %
Doctorate	4 %

Superintendent's Highlights

The District of Okinawa is a large and geographically concentrated school district composed of 8 elementary schools , 2 middle and 2 high schools.

Four priorities were established at the beginning of the year: 1) Continue to implement culturally responsive teaching in order to enhance outcomes for all students; 2) Build capacity in school and district staff to effect long-term growth and improvement; 3) Enhance the implementation of the math curriculum and initiate pre-implementation of the new reading/language arts curriculum; 4) Maximize school home partnerships throughout the district.

The primary purposes of the district office are to ensure successful delivery of the curriculum to all students; to establish a climate of continuous growth and improvement and to provide information, guidance and high quality staff development to all schools in the district. The district continues its efforts to establish a cohesive team of curriculum and instruction staff that can blend curriculum expertise, knowledge of change processes, and knowledge and skills about staff development and school improvement in order to provide quality support services. The District Improvement Leadership Council, consisting of educators and parents, provided overall guidance.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97/98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies

The district supported the pre-implementation of the K-6 reading/language arts program. Pre-implementation leadership teams are established at each school and provide staff development for teachers and orientations for parents. The district supported school needs and requests for staff development to improve student performance in reading, language arts, and social studies.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

The district provided training on math content and instruction in teaching standards-based mathematics programs. New teachers and parents received orientations to the math curriculum, and a scope and sequence for elementary math was developed.. Diversity support teams for the district and in 11 schools continued staff development in culturally responsive teaching and curriculum.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

The district increased the frequency of articles, public service announcements and news reports and held several Morning Coffee sessions for the Superintendent to meet with parents. A District Improvement Leadership Council met regularly to review and approve school and district improvement plans and professional development priorities.

Benchmark 10.8: Establish Technology for teachers and administrators

The district conducted a comprehensive needs assessment related to the DoDEA technology plan. Multiple staff development offerings to enhance the use of technology in instruction were provided.

Average Ratings of SHP Progress		
Tier	**District**	**DoDDS**
Co-Communicators	4.0	3.9
Co-Supporters	3.6	3.5
Co-Learners	3.3	3.1
Co-Teachers	3.6	3.5
Co-Advisors	3.4	3.3
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation		

Goal 8: Parental Participation

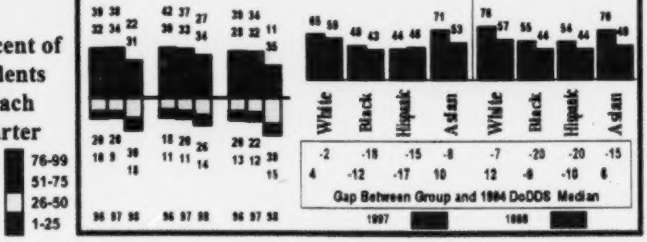
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

A district School Home Partnership Leadership team was established to coordinate efforts between school improvement programs and the School Home Partnership programs. A district parent center, with a mission statement and guidelines, and a district resource library were also established. Parent orientation programs were enhanced.

Grade 3

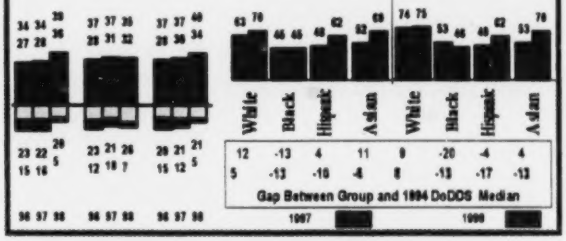
1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
District	52.5	59.0	48.8	55.5	50.9
DoDDS	57.1	61.4	50.5	57.2	53.4
Nation	50	50	50	50	50
# Students	884	884	882	884	883

Percent of Students in Each Quarter



Grade 7

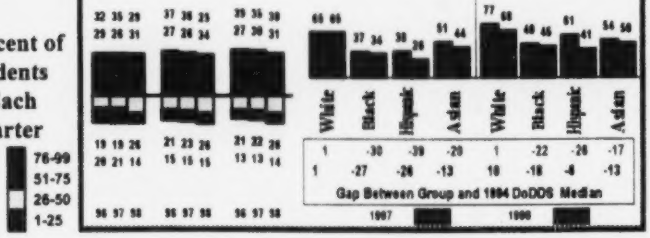
1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
District	68.3	64.0	67.3	65.0	66.6
DoDDS	68.6	64.6	65.9	59.9	64.9
Nation	50	50	50	50	50
# Students	633	633	631	633	633



Grade 11

1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
District	58.3	59.2	60.0	46.7	53.0
DoDDS	69.9	69	69	65.4	66.5
Nation	50	50	50	50	50
# Students	280	280	279	280	280

Percent of Students in Each Quarter



SAT Results		District	DoDDS	Nation
% Participating	97	49%	63%	41%
	98	54%	62%	43%
Math Avg Score	97	502	505	511
	98	492	505	512
Verbal Avg Score	97	512	515	505
	98	502	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

DoD Dependents Schools, Pacific
Attn: Steve Bloom
Unit 5166
APO AP, 96368-5166

DSN Phone: 634-1204
Fax Number: 81-611-734-1399
Commercial Phone:
81-611-734-1204

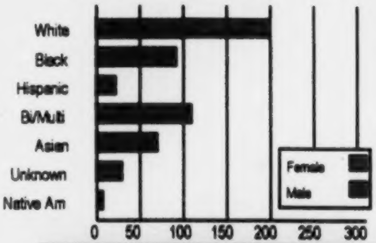
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	768	Met	37%	50%	10%	2%	1%
5	97	692	Met	28%	56%	9%	5%	2%
5	98	765	Met	15%	76%	7%	1%	0%
8	96	616	Not Met	22%	40%	31%	6%	2%
8	97	591	Not Met	29%	43%	18%	8%	3%
8	98	548	Met	27%	50%	17%	5%	1%
10	96	381	Met	32%	45%	18%	5%	1%
10	97	360	Met	46%	37%	12%	2%	3%
10	98	376	Met	43%	43%	10%	4%	0%

Kadena AB,
Okinawa (Japan)

Department of Defense Education Activity
Amelia Earhart Intermediate School (4-6)
1997/98 School Profile
Stanley Hays, Principal

School Characteristics

Student Enrollment - 528



Grade	
4	192
5	192
6	144
Total	528

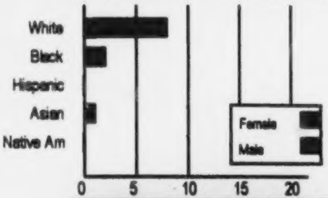
[illegible] Affiliation	
Marine	8%
Army	5%
Navy	6%
Air Force	73%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	9%
Non-US Civilians	<.5%

Special Programs			
PK-12	Special Education	45	9%
K-8	TAG	82	16%
K-12	ESL	17	3%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

Teacher Experience	
New	0
1-3	2
4-6	8
7-10	2
> 10	30

Mobility Rate
48% Per Year

Professional Staffing



School Staff	FTE
Administrators	2
Classroom Teachers	27
Special Education	5
Other Professionals	8

Teacher Education	
Degree	Teacher
BA/BS	37 %
MA/MS	63 %
Doctorate	0 %

Principal's Highlights

Amelia Earhart is a U.S. Dept. of Education 1997 National Blue Ribbon School of Educational Excellence and earned special honors for Professional Development.

The vision of the school is deeply rooted in the belief that "all students and teachers can learn and become self directed learners." Our students consistently earn individual honors in writing, science, technology, art, and music competitions. The staff includes four district Teachers of the Year and a recent recipient of the Presidiential Award for Excellence in Mathematics and Science Teaching.

Our curriculum is designed to fully reflect new national curriculum and instruction standards. Our school improvement process results in powerful interventions that significantly increase student performance and positively change instructional practice. Our performing arts program showcases the talent of every student in our school and our cultural programs closely connect students and parents to the surrounding Japanese community. A recent NCA Accreditation visit commended the two way communication and mutual trust that are at the center of the relationship between parents and the school. The school actively seeks to identify and empower parent, student, and teacher leaders.

AEIS is nationally recognized for excellence. AEIS is getting even better.

DoDEA Strategic Plan School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies.

Positive increases in written communication were achieved at all grade levels as a result of a school-wide strategy to increase proficiency in written communication. Fourth grade student performance, assessed using the DoDEA scoring rubric, moved from "Limited" to "Minimally Proficient" and fifth and sixth grade achievement advanced from "Minimally Proficient" to "Proficient."

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Positive and significant increases in mathematical problem solving ability were achieved by students at all grade levels. September data indicated the presence of significant race/ethnic group gaps in mathematical problem solving performance. April data indicated that race/ethnic group gaps were eliminated and there were highly significant performance increases for all ethnic groups.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

An "Action Team for School, Family, and Community Partnerships" documented and evaluated communication efforts of the school and designed effective forms of school-to-home and home-to-school communications about school programs and childrens' progress.

Benchmark 10.8: Establish Technology for teachers and administrators

Significant increases in keyboarding were achieved through a keyboarding program. The average student achieved a keyboard speed of 17 words per minute (wpm) at fourth grade, 21 wpm at fifth grade, and 26 wpm at sixth grade with an average accuracy rate of 93%. Students demonstrated mastery of 91% of the performance objectives during a 10 lesson word processing unit.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.3	4.0	3.9
Co-Supporters	2.9	3.6	3.5
Co-Learners	2.8	3.3	3.1
Co-Teachers	3.3	3.6	3.5
Co-Advisors	3.2	3.4	3.3

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

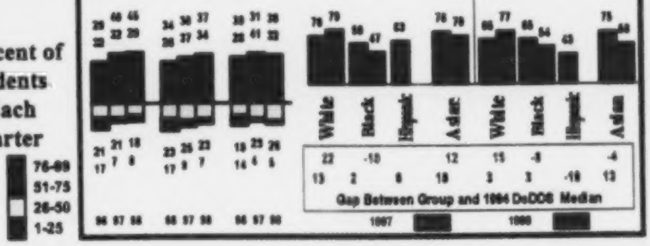
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Survey data indicated that parents view the school as having very successful partnerships in parenting, communicating, volunteering, learning at home, decision making, and collaboration with community. The school implemented Family Math and Writing Nights, a Mentoring Program, an Interactive Mathematics Homework Program, and continued to support the Parent Center.

Grade 4

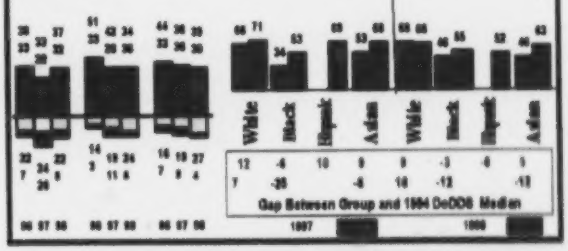
1998 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	71.7	68.1	67.2	66.6	62.8
District	62.1	59.3	60.6	57.9	55.2
DoDDS	65.1	62.8	63.6	61	61.2
Nation	50	50	50	50	50
# Students	213	213	212	213	213

Percent of Students in Each Quarter



Grade 5

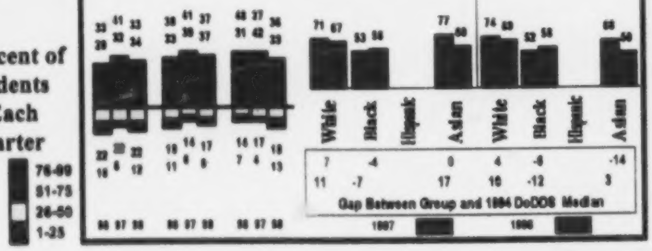
1998 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	64.9	61.9	62	65.8	61.8
District	64.5	61.7	62.3	63.3	60.8
DoDDS	67.5	63.4	66.1	61	63.2
Nation	50	50	50	50	50
# Students	187	187	186	187	187



Grade 6

1998 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	63	66.8	61.8	61.8	63
District	60.9	63.7	61.5	61.3	61.5
DoDDS	62.7	65.2	64.7	62	64.9
Nation	50	50	50	50	50
# Students	163	163	163	163	163

Percent of Students in Each Quarter



SAT Results		School	District	DoDDS	Nation
% Participating	97	NA	49%	63%	41%
	98	NA	54%	62%	43%
Math Avg Score	97	NA	502	505	511
	98	NA	492	505	512
Verbal Avg Score	97	NA	512	515	505
	98	NA	502	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Earhart Intermediate School
UNIT 5166
APO AP 96368-5166

DSN Phone: 634-1329/1380
Fax Number: 81-611-734-7207
Commercial Phone:
81-611-734-1329

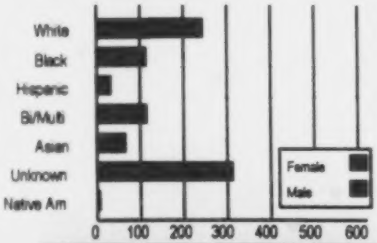
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	173	Met	47%	43%	8%	1%	1%
5	97	156	Met	30%	58%	10%	3%	0%
5	98	188	Met	15%	76%	7%	2%	0%

Camp McTureous,
Okinawa (Japan)

Department of Defense Education Activity
Bechtel Elementary School (PK-6)
1997/98 School Profile
Terry Rhicard, Principal

School Characteristics

Student Enrollment - 866



Grade	
PreK	16
K	124
1	138
2	130
3	146
4	128
5	100
6	84
Total	866

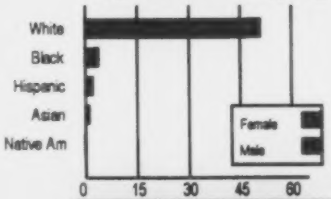
Sponsor Affiliation	
Marine	88%
Army	<.5%
Navy	9%
Air Force	1%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	2%
Non-US Civilians	<.5%

Special Programs			
Grade Offered	Program		
PK-12	Special Education	90	10%
K-8	TAG	70	8%
K-12	ESL	29	3%
1	Reading Recovery	61	44%
7-12	AVID	N/A	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Years	Teachers
New	0
1-3	11
4-6	13
7-10	7
> 10	29

Mobility Rate
29% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	38.5
Special Education	5
Other Professionals	12.5

Teacher Education	
Degree	% Teachers
BA/BS	48 %
MA/MS	50 %
Doctorate	2 %

Principal's Highlights

Bechtel Elementary School has improved the organizational infrastructure to allow for total empowerment of all 60 professional staff members and 953 students and their parents. The Student Council and the School Improvement Committees allow for representation and input by all members of the school community. Educational decisions made by the constituents include improving student writing through the writing process, hands on science activities while using the scientific method, and a complex school-home partnership plan. Technological improvements are high on the list of priorities. A keyboarding lab is up and running as well as a TV studio broadcasting student news daily. All students and staff are being trained on the Internet. Through a realignment of the school hours, staff collaboration, staff development, and strategic planning is maximized using banked time. School begins 15 minutes early each day in order to bank time which is used in two 150 minutes school improvement/staff development sessions each month. Recent accomplishments supporting this mission statement include the adoption of the character education Positive Action Program, a hands on science lab, a functioning parent center, and a myriad of student activities to include music, fitness, languages, leadership training, peer mediation, science overnight, computer graphics, and student mentor programs.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Students are utilizing the writhing process this year. Teachers, parents, and students are utilizing locally developed rubrics to assess student writing. Locally developed beginning and end of year writing assessment are being continued and data is being compared to the 97-98 SY.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Full implementation of the NSES Science Standards is continuing in all classes, grades K-6. Staff development for Science Standards and hands on science will be implemented at grade levels by the science coordinator. The Scientific Process continues to be used in grades K-6 as well as a science lab for grades 1-6. Materials are centrally located and a check out system is in place.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

All teachers served on SIP committees and SIP information was published for all stakeholders. Extensive staff development activities and teacher collaboration was accomplished throughout the year.hout the year. The school day has been extended by 15 minutes daily to allow 1/2 day sessions a month for teacher training and school improvement.

Benchmark 10.8: Establish Technology for teachers and administrators

Continued staff development is planned to meet individual staff needs. The main focus is the integration of computers into the curriculum by the students. An instructor utilizes two computer labs to stress keyboarding, and the use of educational software and the Internet. This provides support for the classroom teachers and the required curriculum.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.8	4.0	3.9
Co-Supporters	3.6	3.6	3.5
Co-Learners	2.9	3.3	3.1
Co-Teachers	3.0	3.6	3.5
Co-Advisors	3.0	3.4	3.3
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

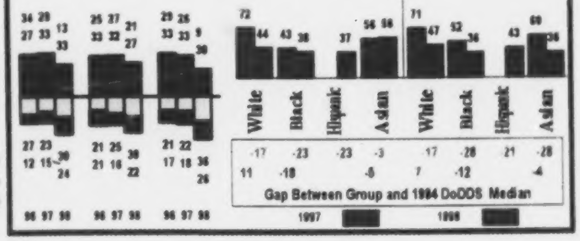
Community displays of student work and school activities served as a link between school and the community. Full implementation of an adopt-a-school program and an increase in the parent volunteer program helped increase parental/community involvement at all levels.

Grade 3

	Benchmark 3.1			Benchmark 4.2	
1998 Median Percentiles for:	Read	Lang	Soc Stdy	Math	Science
School	47.9	49	44.8	49.6	46.3
District	52.5	59.0	48.8	55.5	50.9
DoDDS	57.1	61.4	50.5	57.2	53.4
Nation	50	50	50	50	50
# Students	129	129	129	129	129

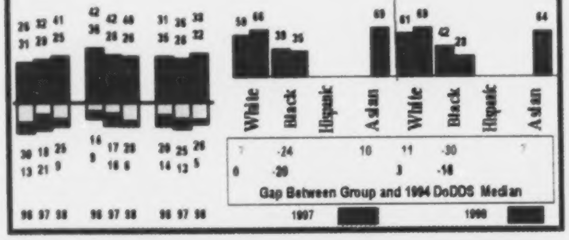
Percent of Students in Each Quarter

- ■ 76-99
- ▨ 51-75
- □ 26-50
- ■ 1-25



Grade 5

	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	65.7	67.5	64.5	66.5	65
District	64.5	61.7	62.3	63.3	60.8
DoDDS	67.5	63.4	66.1	61	63.2
Nation	50	50	50	50	50
# Students	103	103	101	103	102

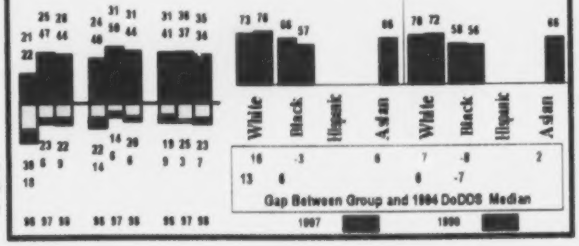


Grade 6

	Benchmark 3.1			Benchmark 4.2	
1998 Median Percentiles for:	Read	Lang	Soc Stdy	Math	Science
School	57.3	64.3	64	62.6	66
District	60.9	63.7	61.5	61.3	61.5
DoDDS	62.7	65.2	64.7	62	64.9
Nation	50	50	50	50	50
# Students	82	82	82	82	81

Percent of Students in Each Quarter

- ■ 76-99
- ▨ 51-75
- □ 26-50
- ■ 1-25



SAT Results		School	District	DoDDS	Nation
% Participating	97	NA	49%	63%	41%
	98	NA	54%	62%	43%
Math Avg Score	97	NA	502	505	511
	98	NA	492	505	512
Verbal Avg Score	97	NA	512	515	505
	98	NA	502	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

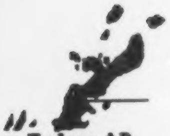
CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Bechtel ES
UNIT 35038
FPO AP 96373-5038

DSN Phone: 622-7504/7423
Fax Number: 81-972-3846
Commercial Phone:
81-6117-22-7504/7423

DoDEA Writing Assessment

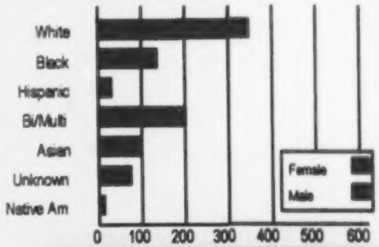
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	117	Met	29%	55%	13%	2%	1%
5	97	80	Met	21%	60%	11%	6%	1%
5	98	94	Met	5%	87%	6%	1%	0%


Kadena AB,
Okinawa (Japan)

Department of Defense Education Activity
Bob Hope Primary School (PK-3)
1997/98 School Profile
Shawne Cryderman, Principal

School Characteristics

Student Enrollment - 889



Grade	
PreK	35
K	223
1	223
2	212
3	196
Total	889

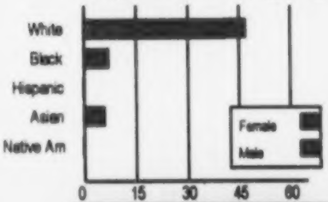
Sponsor Affiliation	
Marine	6%
Army	5%
Navy	6%
Air Force	75%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	7%
Non-US Civilians	<.5%

Special Programs			
Grade Offered	Program		
PK-12	Special Education	122	14%
K-8	TAG	57	6%
K-12	ESL	73	8%
1	Reading Recovery	41	18%
7-12	AVID	N/A	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Years	Teachers
New	1
1-3	4
4-6	10
7-10	4
> 10	41

Mobility Rate
54% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	3
Classroom Teachers	43
Special Education	7
Other Professionals	14

Teacher Education	
Degree	Teacher
BA/BS	34 %
MA/MS	61 %
Doctorate	4 %

Principal's Highlights

There is a continued effort to increase student achievement through the implementation of rubrics. An outside consultant, Mr. Spencer Rogers, assists us in refining both our academic and behavioral rubrics. Results to date strongly support the use of coaching and scoring rubrics to make expectations clear to all learners, parents and community members.

Grade level teachers designed scoring rubrics to assess student writing as they pre-implemented the new reading series, Literacy Place.

The School Improvement Team coordinates local assessments in both fall and spring which support benchmarks 4.2 and 3.1. The data generated from these assessments are compiled and analyzed.

The school-home partnership at BHPS is unequaled. It's a positive force that can be felt throughout the school. Through a combined effort from PTA, SAC, the Parent Center, and community volunteers, we support the concept that all students are capable of learning and achieving to become productive members of a global community. The entire faculty and staff work as a team to enhance the quality of education.

DoDEA Strategic Plan School Improvement Implementation School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Consultant training was provided to increase teachers' skills in the use of coaching rubrics; the original was revised. Prompts were designed for pre/post assessments, which were conducted in the fall and spring. Scoring rubrics were designed and implemented to evaluate the students' performance on the written portion of the unit test of the new reading program, Literacy Place.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Consultant training was continued to increase teacher's skills in the use of rubrics. The school-wide coaching math rubric was rewritten to include more specific detail. The pre and post math assessments were given in the fall and spring. Teachers maintained culturally responsive teaching practices in the classroom. New teachers were trained in the culturally responsive teaching.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

An affective survey was given to grades 1-3 to determine students' understanding of rubrics. The Student/Parent Handbook and staff orientation packet were revised to include information on scoring and coaching rubrics. SIP information was included bi-monthly in the parent newsletter.

Benchmark 10.8: Establish Technology for teachers and administrators

A new NT Pentium PC lab was established. Teachers received staff-development throughout the year. Classes were scheduled weekly to visit the lab staffed by trained parent volunteers. A web page was created. Fifty-one Internet access stations were established. All students took an affective survey about home computer usage.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	4.4	4.0	3.9
Co-Supporters	3.6	3.6	3.5
Co-Learners	3.0	3.3	3.1
Co-Teachers	3.8	3.6	3.5
Co-Advisors	3.6	3.4	3.3

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

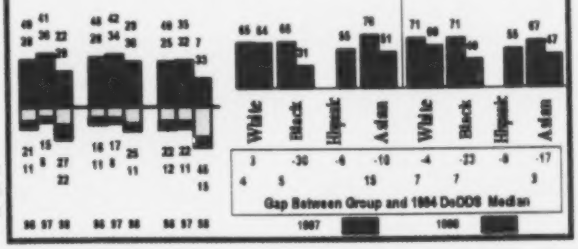
The adopted multi-tiered School-Home Partnership was continued. Parents became members of the SIP team. The PTA organized evening activities to promote a School-Home Partnership. Parents attended MathLand Night and 4 different Evening Story Hours. The base "Adopt-a-School" program continues, the Parent Center is well-functioning, and over 300 volunteers were recognized.

Grade 3

1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	51.2	59.1	46.7	55.3	50.3
District	52.5	59.0	48.8	55.5	50.9
DoDDS	57.1	61.4	50.5	57.2	53.4
Nation	50	50	50	50	50
# Students	186	186	185	186	185

Percent of Students in Each Quarter

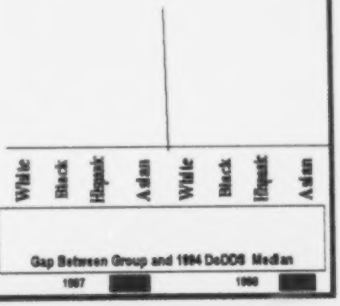
76-99
51-75
26-50
1-25



Benchmark 3.1 Read Lang Soc Stdy

Benchmark 4.2 Math Science

NOT APPLICABLE

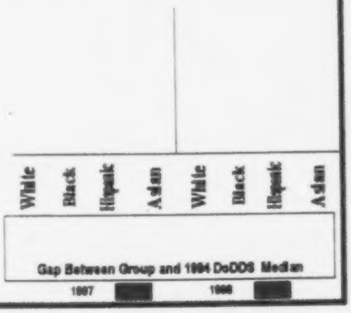


1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School					
District					
DoDDS					
Nation					
# Students					

Percent of Students in Each Quarter

76-99
51-75
26-50
1-25

NOT APPLICABLE



SAT Results					
		[illegible]	District	DoDDS	[illegible]
% Participating	97	NA	49%	63%	41%
	98	NA	54%	62%	43%
Math Avg Score	97	NA	502	505	511
	98	NA	492	505	512
Verbal Avg Score	97	NA	512	515	505
	98	NA	502	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Bob Hope Primary School
UNIT 5166
APO AP 96368-5166

DSN Phone: 634-0093/0094
Fax Number: 81-934-6806
Commercial Phone:
81-6117-34-0093/0094

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable

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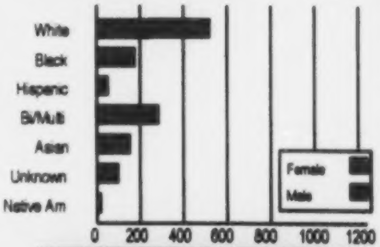
Kadena AB, Okinawa (Japan)

Department of Defense Education Activity
Kadena Elementary School (PK-6)
1997/98 School Profile
Terry Giles, Principal

School Characteristics

Student Enrollment - 1,292



Grade	
PreK	23
K	169
1	204
2	200
3	205
4	171
5	175
6	145
Total	1292

Sponsor Affiliation	
Marine	7%
Army	6%
Navy	5%
Air Force	76%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	5%
Non-US Civilians	<.5%

Special Programs

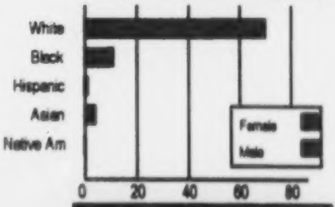
Grade Offered	Program		
PK-12	Special Education	135	10%
K-8	TAG	118	9%
K-12	ESL	90	7%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	10
4-6	4
7-10	6
> 10	60

Mobility Rate
22% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	3
Classroom Teachers	56.5
Special Education	7.5
Other Professionals	16

Teacher Education

Degree	Teacher
BA/BS	34 %
MA/MS	63 %
Doctorate	3 %

Principal's Highlights

Kadena Elementary School (KES) was built in 1953. The facility is composed of 25 buildings set on 10 acres of land. With over 1300 students and 85 teachers, we are the largest elementary school in Okinawa. During the 1997-1998 school year, Kadena Elementary School made significant progress in the implementation of the School Improvement Process. Increased staff and parent ownership in the SIP have served to support increased gains in academic achievement.

Our School/Home/Partnership Program, including the Parent Involvement Center (PIC), are focal points for growing community involvement at KES. Parents and community members are involved in a multitude of jobs that directly impact student achievement. Parents are educational partners striving to support all students in attaining new heights in achievement. Parent participation is vital to the success of the SAC, SIP and PTA.

DoDEA Strategic Plan School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

By instituting best teaching practices in writing across the curriculum, teachers provide students with the means to develop and utilize good writing skills in all curricular areas. Staff training in the use of rubrics provides teachers with an approach to articulate and formulate teaching strategies and skills relevant to student success. Progress in this area is ongoing.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Students in grades 1-6 use Daily Tune-Ups II, an additional component of MathLand, for computation practice. Student achievement is measured with the computation section of the Okinawa District Math Assessment. Pre and Post testing results indicate that gaps do still exist with our female and black populations. Staff and parent evaluation of the SIP plan for math is ongoing.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Effective communication is established through the following newsletters which are sent home on a regular basis: PTA, Counselor, school and classrooms. Orientations and training are provided for Early Literacy, Kindergarten, new parents, and volunteers. Various SIP surveys solicit parent input in all areas of the curriculum.

Benchmark 10.8: Establish Technology for teachers and administrators

Teachers and students have increased their use of technology through the use of the LAN, the Macintosh Computer Lab, the Apple IIGS Lab, classroom computers, Americable, and closed-circuit TV. Over 50% of the KES staff increased their technology knowledge and earned graduate credit through attending KES "Software Saturdays."

Average Ratings of SIIP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	**4.5**	**4.0**	**3.9**
Co-Supporters	**4.2**	**3.6**	**3.5**
Co-Learners	**4.1**	**3.3**	**3.1**
Co-Teachers	**4.1**	**3.6**	**3.5**
Co-Advisors	**4.3**	**3.4**	**3.3**

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

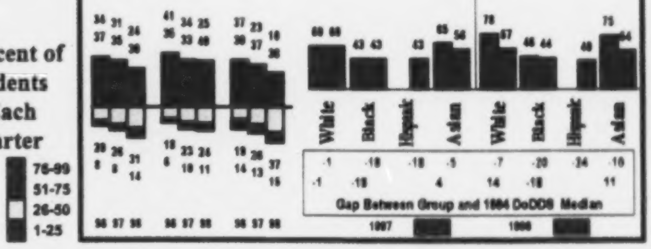
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

The Parent Involvement Center (PIC) continues its second successful year of operation. It is used to support teachers and students by providing classroom assistance. The results of our parent survey indicate the school is doing a good job of communicating with parents. Parents feel welcome, enjoy volunteering, and believe the educators treat children with respect.

Grade 3

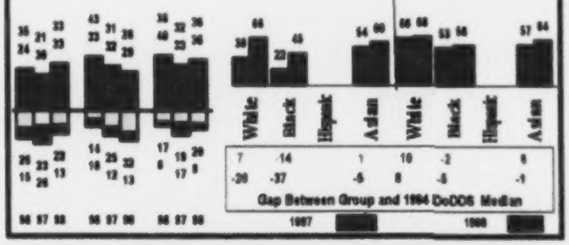
1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	54.3	61.7	50.1	55	51.8
District	52.5	59.0	48.8	55.5	50.9
DoDDS	57.1	61.4	50.5	57.2	53.4
Nation	50	50	50	50	50
# Students	202	202	202	202	202

Percent of Students in Each Quarter



Grade 5

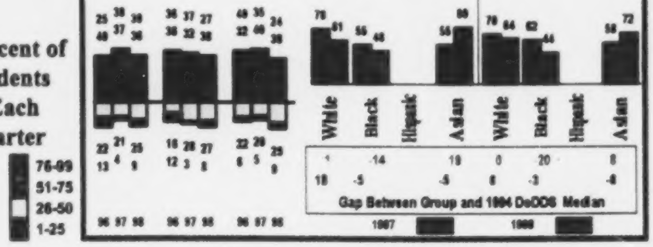
1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	59.3	53.4	63.5	59.5	64.6
District	64.5	61.7	62.3	63.3	60.8
DoDDS	67.5	63.4	66.1	61	63.2
Nation	50	50	50	50	50
# Students	160	160	160	160	160



Grade 6

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	61.8	59	60.3	61	66
District	60.9	63.7	61.5	61.3	61.5
DoDDS	62.7	65.2	64.7	62	64.9
Nation	50	50	50	50	50
# Students	128	128	128	128	128

Percent of Students in Each Quarter



SAT Results	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
% Participating	97	NA	49%	63%	41%
	98	NA	54%	62%	43%
Math Avg Score	97	NA	502	505	511
	98	NA	492	505	512
Verbal Avg Score	97	NA	512	515	505
	98	NA	502	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Kadena ES
UNIT 5166
APO AP 96368-5166

DSN Phone: 634-1550/3441
Fax Number: 81-98-934-6816
Commercial Phone:
81-6117-34-3441/1550

DEA Writing Assessment

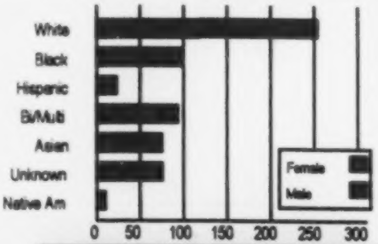
				Percent at Each Performance Level				
Grade	**Yr**	**Number Tested**	**Benchmark Criteria** **75% => Proficient**	**Distinguished**	**Proficient**	**Apprentice**	**Novice/ Undeveloped**	**Not Scorable**
5	96	139	Met	33%	56%	6%	4%	0%
5	97	141	Met	19%	60%	11%	8%	3%
5	98	147	Met	11%	81%	6%	1%	1%

Kadena AB,
Okinawa (Japan)

Department of Defense Education Activity
Kadena Middle School (7-8)
1997/98 School Profile
Ruth R. Hatcher, Principal

School Characteristics

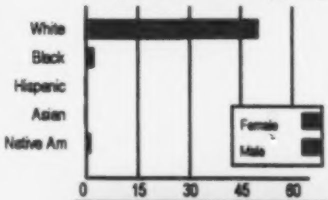
Student Enrollment - 631



Grade	
7	332
8	299
Total	631

Sponsor Affiliation	
Marine	9%
Army	4%
Navy	5%
Air Force	68%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	13%
Non-US Civilians	<.5%

Professional Staffing



Special Programs			
PK-12	Special Education	42	7%
K-8	TAG	185	29%
K-12	ESL	13	2%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Years	Teachers
New	0
1-3	3
4-6	2
7-10	2
> 10	41

Mobility Rate
23% Per Year

School Staff	
Category	FTE
Administrators	3
Classroom Teachers	39
Special Education	5
Other Professionals	4

Teacher Education	
Degree	Teacher
BA/BS	21 %
MA/MS	75 %
Doctorate	4 %

Principal's Highlights

The faculty has made excellent progress in implementing school improvement strategies and focusing on staff development that supports the SIP. Staff development highlights include; an introductory session on Culturally Responsive Teaching (CRT) and the establishment of a CRT support team among teachers; training in the development and use of scoring and coaching rubrics that support strategies in benchmarks 3.1 and 4.2; and continued training in middle school issues through attendance at the middle school academy. The faculty continues to support the school improvement process by displaying student constructed graphic organizers in all subject areas, carefully monitoring the daily planners, participating in the Mentor & Me program, and implementing technology strategies across the curriculum. Further, the faculty continues to look toward future improvement strategies that include instructional components such as the development of interdisciplinary units, and further integrations of technology. Feedback from parents continues to be positive and supportive. The school continues to look for ways to increase parent participation in decision making and actively seeks feedback by administering surveys. The school also continues to support the PTSA and other stakeholder organizations and groups.

DoDEA Strategic Plan School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

The school continues to emphasize strategies which promote the retention of student learning. In SY97-98 the school implemented the use of graphic organizers for all subject areas as a new strategy, and continued our emphasis on summarization skills. The school established standards for using the student planner, and gathered information on it's effectiveness with at-risk students.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

The school closed out a cycle of information gathering using 'Test Ready' materials in SY97-98 and developed a plan for implementing mental math strategies for SY98-99. Student outcomes data will be measured using teacher developed pre/post test results, and a schedule for specific lessons and instructional techniques has been established.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

The school advisory committee conducted a survey of new families to our school with the intent of receiving feedback on their first impressions of the school. The degree of 'friendliness' and efficiency they encountered when they first arrived was targeted. Results showed a high degree of satisfaction among new parents. The school will continue to emphasize quality communications.

Benchmark 10.8: Establish Technology for teachers and administrators

Staff development for technology issues continues with a variety of strategies being used. Professional development days were used for weekend training in the use of the Internet and Work 97. In-school training continued for Integrade and cc:Mail. The computer labs were successfully upgraded, as were several administrative computers. The school's ACE bank was also upgraded.

Average Ratings of SHP Progress

Tier	School	District	DoDDS
Co-Communicators	4.4	4.0	3.9
Co-Supporters	4.1	3.6	3.5
Co-Learners	3.9	3.3	3.1
Co-Teachers	3.8	3.6	3.5
Co-Advisors	3.4	3.4	3.3
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

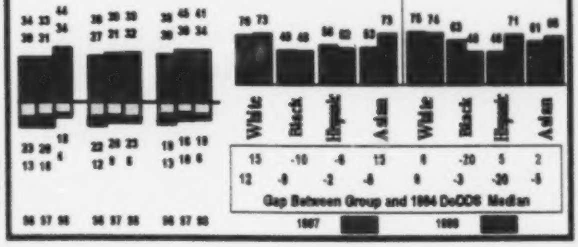
The school-home partnership team continues to work closely with key communicator's and a variety of stake-holders. The team established the school's first 'Parent Center' in the spring of 1998 and has established a plan to staff the center for SY98-99. Organizations such as the PTSA remain strong with membership and fund-raising activities increasing.

Grade 7

1998 Median Percentiles for:	Read	Lang	Soc Stdy	Math	Science
	Benchmark 3.1			**Benchmark 4.2**	
School	72.3	68	69.1	67.3	67.6
District	68.3	64.0	67.3	65.0	66.6
DoDDS	68.6	64.6	65.9	59.9	64.9
Nation	50	50	50	50	50
# Students	320	320	319	320	320

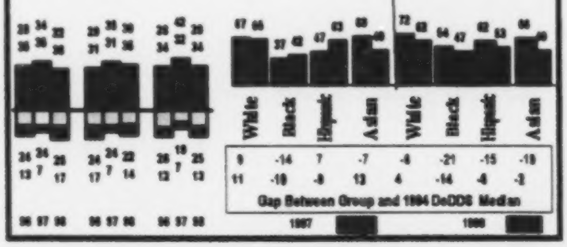
Percent of Students in Each Quarter

■ 76-99
■ 51-75
□ 26-50
■ 1-25



Grade 8

1998 Median Percentiles for:	Read	Lang	Soc Stdy	Math	Science
	Benchmark 3.1			**Benchmark 4.2**	
School	55.3	61.7	58.5	55.9	55.4
District	58.3	61.5	58.5	56.4	56.9
DoDDS	59.8	64.3	62.7	61.3	60.7
Nation	50	50	50	50	50
# Students	275	275	275	274	275

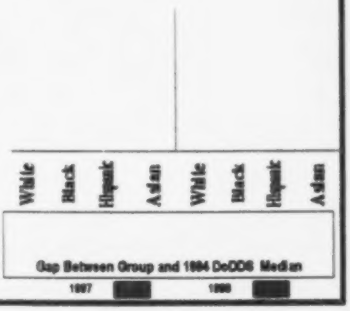


1998 Median Percentiles for:	Read	Lang	Soc Stdy	Math	Science
	Benchmark 3.1			**Benchmark 4.2**	
School					
District					
DoDDS					
Nation					
# Students					

Percent of Students in Each Quarter

■ 76-99
■ 51-75
□ 26-50
■ 1-25

NOT APPLICABLE



SAT Results

% Participating	97	NA	49%	63%	41%
	98	NA	54%	62%	43%
Math Avg Score	97	NA	502	505	511
	98	NA	492	505	512
Verbal Avg Score	97	NA	512	515	505
	98	NA	502	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

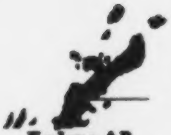
SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Kadena MS
UNIT 5166
APO AP 96368-5166

DSN Phone: 634-0217
Fax Number: 81-98-939-8328
Commercial Phone:
81-98-734-0217

				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	96	305	Not Met	20%	38%	34%	5%	1%
8	97	296	Not Met	31%	43%	17%	6%	3%
8	98	273	Met	23%	53%	18%	6%	0%

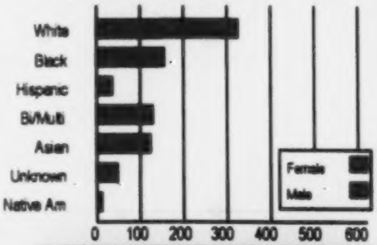


Kadena AB,
Okinawa (Japan)

Department of Defense Education Activity
Kadena High School (9-12)
1997/98 School Profile
Deborah Berry, Principal

School Characteristics

Student Enrollment - 825



Grade	
9	276
10	226
11	172
12	151
Total	825

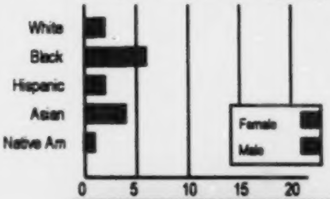
[illegible]	
Marine	12%
Army	5%
Navy	6%
Air Force	56%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	20%
Non-US Civilians	<.5%

Special Programs			
PK-12	Special Education	40	5%
K-8	TAG	N/A	N/A
K-12	ESL	27	3%
1	Reading Recovery	N/A	N/A
7-12	AVID	39	
AP Courses Offered		8	
Students Taking AP Courses		93	29%

Teacher Experience	
New	0
1-3	2
4-6	3
7-10	5
> 10	53

Mobility Rate
24% Per Year

Professional Staffing



School Staff	FTE
Administrators	3
Classroom Teachers	55
Special Education	4
Other Professionals	5

Teacher Education	
BA/BS	35 %
MA/MS	57 %
Doctorate	9 %

Principal's Highlights

This year reflected a year of SIP planning by the entire Kadena High School staff. We hope the integration of study skills across the curriculum will help students become more proficient and will be shown through the improvement in Benchmarks 3.1 and 4.2. We are working to include parents in the educational process and our plan is to work on study skills to enhance the performance of our students.

This year the increasing numbers of students on the two honor rolls each quarter has been a point of pride. Also, students whose GPA's have risen .5% or more have been recognized, and these numbers have continued to grow.

Our students continue to do well in Far East competitions such as the music festival, the speech and drama festival, and ROTC competition.

Our graduating seniors continue to be awarded scholarships to very competitive schools, and this year's class is no exception. Our seniors can compete academically with students from across the states and do very well.

DoDEA Strategic Plan School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

We believe that through the use of study skills, student proficiency will improve and gender and ethnic gaps will narrow. Staff development this year has prepared us for the implementation of the study skills program next year. We will begin with a student survey to form a baseline against which to measure the students' increased knowledge and use of study skills.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

We believe that through the use of study skills, student proficiency will improve and gender and ethnic gaps will narrow. Staff development this year has prepared us for the implementation of the study skills program next year. We will begin with a student survey to form a baseline against which to measure the students' increased knowledge and use of study skills.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Parents receive the monthly newsletter. We also have a parent volunteer and awards system in place. Parents worked with the SIT to develop the student survey for next year. We plan to form a subcommittee to better facilitate the flow of information between school and home. We also plan to train parents in the areas of study skills so they can help ensure their students' use of skills.

Benchmark 10.8: Establish Technology for teachers and administrators

We hold new student and parent orientations in the fall. College nights are annual events and involve students and parents. Each year, former graduates of Kadena High School meet with current seniors and their families in order to inform them of living conditions in America. In May, a meeting is held with incoming 8th graders and their parents to help them transition to high school.

Average Ratings of SHIP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	3.7	4.0	3.9
Co-Supporters	3.7	3.6	3.5
Co-Learners	4.1	3.3	3.1
Co-Teachers	3.9	3.6	3.5
Co-Advisors	3.9	3.4	3.3

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

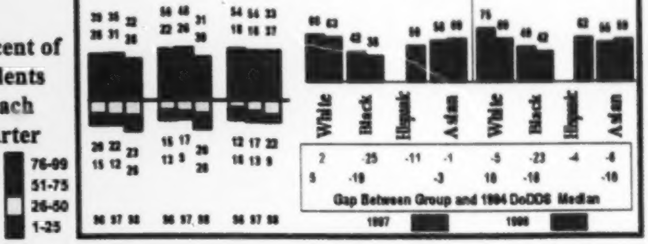
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

We spent this school year working on staff development in order to familiarize the staff with research on the use of study skills, the various methods included in study skills, and training in the use of various study skills. We believe that when these are put into practice, the achievement gaps between racial, ethnic, and gender groups will narrow. The staff is now ready to implement this plan.

Grade 9

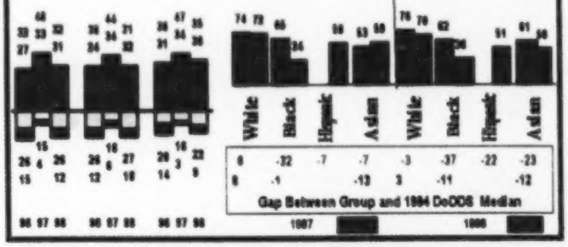
1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	60	61.2	63.5	54.8	55.3
District	61.2	60.1	62.6	56.8	56.4
DoDDS	70.8	68.4	68.8	64.9	62.9
Nation	50	50	50	50	50
# Students	262	262	260	262	262

Percent of Students in Each Quarter



Grade 10

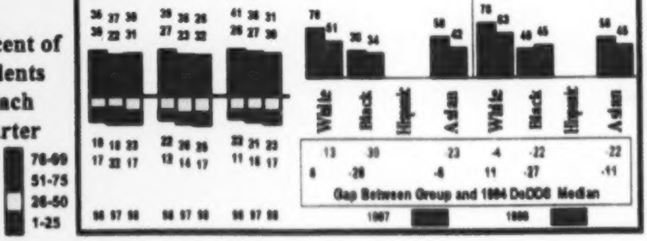
1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	60	64.3	63.6	59	56.7
District	61.4	66.6	65.8	64.8	64.2
DoDDS	70.1	70.5	70.7	68.7	67
Nation	50	50	50	50	50
# Students	204	204	200	202	201



Grade 11

1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	61.5	56.8	60.6	43.8	51.4
District	58.3	59.2	60.0	46.7	53.0
DoDDS	69.9	69	69	65.4	66.5
Nation	50	50	50	50	50
# Students	150	150	149	150	150

Percent of Students in Each Quarter



SAT Results		School	District	DoDDS	Nation
% Participating	97	43%	49%	63%	41%
	98	64%	54%	62%	43%
Math Avg Score	97	514	502	505	511
	98	482	492	505	512
Verbal Avg Score	97	537	512	515	505
	98	495	502	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

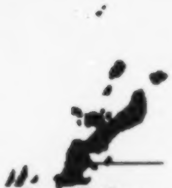
SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Kadena HS
UNIT 5166
APO AP 96368-5166

DSN Phone: 634-1216/1712
Fax Number: 81-6117-34-3323
Commercial Phone:
81-6117-34-1216

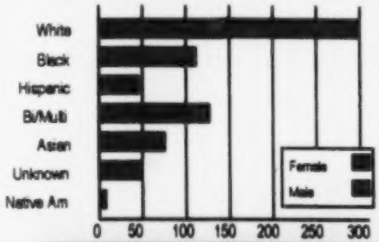
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
10	96	196	Met	36%	43%	18%	3%	1%
10	97	190	Met	46%	32%	13%	4%	5%
10	98	204	Met	48%	42%	8%	2%	0%


Camp Butler,
Okinawa (Japan)

Department of Defense Education Activity
Killin Elementary School (K-6)
1997/98 School Profile
Al Lohse, Principal

School Characteristics

Student Enrollment - 714



Special Programs			
PK-12	Special Education	61	9%
K-8	TAG	134	19%
K-12	ESL	29	4%
1	Reading Recovery	33	27%
7-12	AVID	N/A	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

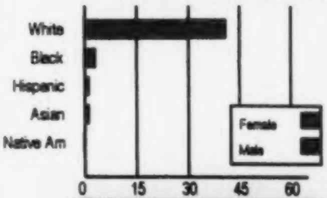
Grade	
K	118
1	121
2	116
3	108
4	104
5	86
6	61
Total	714

Sponsor Affiliation	
Marine	47%
Army	9%
Navy	20%
Air Force	18%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	5%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	3
1-3	5
4-6	5
7-10	3
> 10	31

Mobility Rate
48% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	32.5
Special Education	3.5
Other Professionals	11

Teacher Education	
Degree	Teachers
BA/BS	46 %
MA/MS	52 %
Doctorate	2 %

Principal's Highlights

E.C.Killin School serves 700 students in grades K-6. The school's first 5 year NCA site visit was completed in April. The visiting team commended the strong sense of ownership and strong feeling of family to the school by students and parents. The commendations by the NCA team validate all benchmark initiatives.

Extensive staff development has been conducted in Culturally Responsive Teaching, Cooperative Learning Structures/Multiple Intelligences, computer software usage, and the Literacy Place language arts program. A Diversity support Team provides leadership in creating a culturally effective school and serves in the school's accountability process. Concentrated effort has been taken to close the achievement gap in reading comprehension and math computation. The Home School Partnership has moved forward with space for a Parent Center and in the creation of a school web site. Computer technology is interfaced in all curricular areas through two computer labs, EMC work stations and classroom computers. All teachers are in level 3 computer training. Each teacher is "on line" and has an electronic mail account at their individual desk work station. Staff professionalism and strong parent volunteer support are key factors to the overall strength of the school.

DoDEA Strategic Plan–School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Teachers used Kagen Cooperative Learn structures to improve grade level specific reading comprehension skills. This involved weekly staff development by CL trainers of structures that lend themselves to reading comprehension. Grade levels documented and reported usage on a weekly basis . Baseline data was collected for benchmark. Pre/post tests were given.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Faculty used the different techniques to teach grade level specific math comp. skills and documented weekly progress. Math lessons started off with a daily oral math problem, materials sent home, parent volunteers were used for additional practice. Pre/post tests were given in Sept./May. using scoring rubrics.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

School/classroom parent newsletters are consistently utilized. Parents are encouraged to participate in staff development, parent conferences, and open house. The parent center and school web-site are available. The School/Home Partnership committee has been established and is consistently working to identify needs and develop ways to enhance SHP.

Benchmark 10.8: Establish Technology for teachers and administrators

We increased the use of Technology to support instruction. The school has a full MAC Lab with internet access. Computer training was provided for teachers and students and equipment was upgraded to support instruction. The computer specialist provides direct instruction to students. A full Apple IIGs lab for the Type to Learn program is available.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	4.7	4.0	3.9
Co-Supporters	3.9	3.6	3.5
Co-Learners	4.0	3.3	3.1
Co-Teachers	4.4	3.6	3.5
Co-Advisors	4.0	3.4	3.3

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

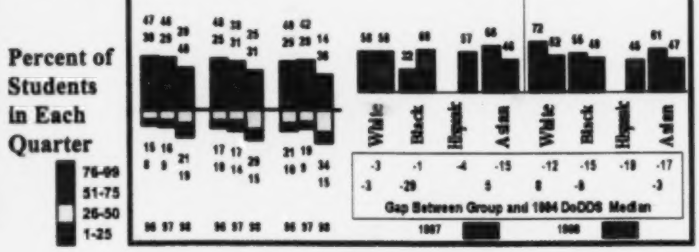
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

The school established a Parent Center to enhance school/home partnership. The center is a place where parents feel welcome, gain information about educational issues and contribute to the school in advisory and decision making capacities. School web-site was developed and community members are encouraged to use it to understand the instructional programs and practices.

Grade 3

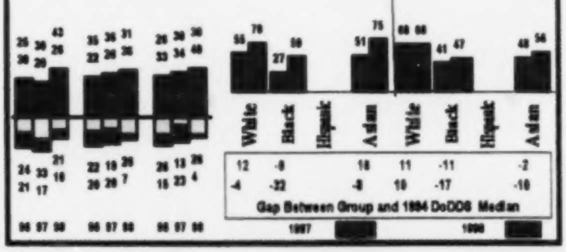
1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	56.2	54	51	55.8	48.7
District	52.5	59.0	48.8	55.5	50.9
DoDDS	57.1	61.4	50.5	57.2	53.4
Nation	50	50	50	50	50
# Students	100	100	99	100	100

Percent of Students in Each Quarter



Grade 5

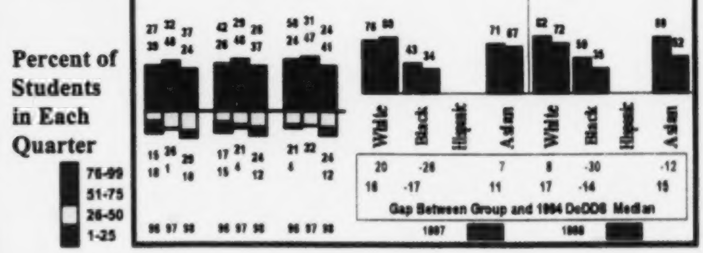
1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	66.8	65.5	61.2	59	55
District	64.5	61.7	62.3	63.3	60.8
DoDDS	67.5	63.4	66.1	61	63.2
Nation	50	50	50	50	50
# Students	77	77	76	77	76



Grade 6

1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	67.7	65.3	63.8	65.3	60
District	60.9	63.7	61.5	61.3	61.5
DoDDS	62.7	65.2	64.7	62	64.9
Nation	50	50	50	50	50
# Students	51	51	51	51	51

Percent of Students in Each Quarter



SAT Results		School	District	DoDDS	Nation
% Participating	97	NA	49%	63%	41%
	98	NA	54%	62%	43%
Math Avg Score	97	NA	502	505	511
	98	NA	492	505	512
Verbal Avg Score	97	NA	512	515	505
	98	NA	502	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

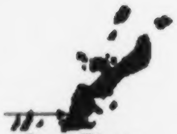
SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Killin ES
(CAMP FOSTER)
UNIT 35016
FPO AP 96373-5016

DSN Phone: 645-7760/9172
Fax Number: 81-98-892-6549
Commercial Phone:
81-6117-45-7760

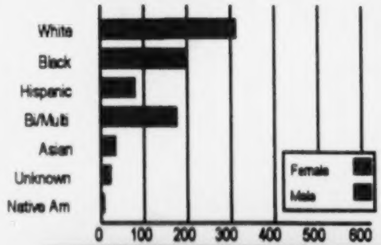
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	77	Not Met	18%	55%	25%	3%	0%
5	97	66	Met	18%	59%	14%	8%	2%
5	98	77	Met	26%	60%	13%	1%	0%


Camp Kinser,
Okinawa (Japan)

Department of Defense Education Activity
Kinser Elementary School (PK-6)
1997/98 School Profile
Judy Allen, Principal

School Characteristics

Student Enrollment - 794



Special Programs			
PK-12	Special Education	65	8%
K-8	TAG	170	21%
K-12	ESL	16	2%
1	Reading Recovery	24	17%
7-12	AVID	N/A	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

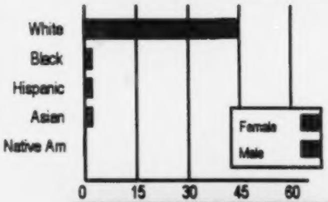
Grade	
PreK	8
K	128
1	138
2	140
3	114
4	103
5	101
6	62
Total	794

Sponsor Affiliation	
Marine	89%
Army	<.5%
Navy	5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	4%
Non-US Civilians	<.5%

Teacher Experience	
New	6
1-3	4
4-6	5
7-10	5
> 10	30

Mobility Rate
29% Per Year

Professional Staffing



School Staff Category	FTE
Administrators	2
Classroom Teachers	36
Special Education	4
Other Professionals	11.5

Teacher Education Degree	Teachers
BA/BS	51 %
MA/MS	47 %
Doctorate	2 %

Principal's Highlights

KSES is guided by the DoDEA Strategic Plan and our SIP to develop an environment where all children can learn. This is the third year that this process has been in effect. Successful incorporation of new staff and students signifies that our plan is viable, flexible to change, and beneficial for students. Our SIP continues to be inculcated into the instructional process as well as the school culture. A genuine partnership has developed between school and home as we work together to support our SIP. Data collected indicates the goals of increasing proficiency in reading/language arts and narrowing the ethnic/gender gap in math are being met. Staff development in the use of rubrics, the math problem solving process, and the writing process provides opportunities for continued proficiency.

Our SIP goals are facilitated through the Kinser inclusion model of instruction which allows the special needs of all students to be met in the regular classroom. Inclusion and classroom teachers collaborate and co-teach on a daily basis. Any student requiring assistance receives it regardless of the category of need. Kinser students, parents, faculty, staff, and administration are committed to carrying out the SIP goals as we strive to do what is best for ALL KINSER KIDS.

DoDEA Strategic Plan/School Improvement Implementation
School Year 97/98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Pre/post assessments were administered to all students. Our focus has been a 5 part writing process, the use of "TSW" (The Student Will) stating the teaching objective to the students both in written and oral form, and student generated coaching rubrics. The rubrics were implemented and samples were used for modeling. Posttest data indicates increased achievement in the writing process. process.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Pre/Posttests were administered to students K-6 in the fall and spring. Our focus has been the implementation of a five step problem solving process and student generated coaching rubrics. Quality work samples were displayed for student observation. Posttest data is inconclusive in the problem solving area.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

A formal bi-weekly school newsletter informs parents and the community about school activities and acknowledges parent involvement at Kinser. Through such joint activities as a Kinser Birthday Celebration/Spirit Week, Positive Action Assemblies, Family Fun Run, annual Carnival, Block Party, Taco and Spaghetti Dinner Nights, staff, parents and community come together.

Benchmark 10.8: Establish Technology for teachers and administrators

Staff receive support services, cc-mail, and training in the use of instructional software. All classrooms are equipped with computers and a closed circuit TV network broadcasts live and remote daily news programs. Two computer labs, and another bank in the EMC, make both student computer access and the internet readily available. Curriculum is integrated with technology.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	4.3	4.0	3.9
Co-Supporters	3.9	3.6	3.5
Co-Learners	3.4	3.3	3.1
Co-Teachers	3.7	3.6	3.5
Co-Advisors	3.1	3.4	3.3

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

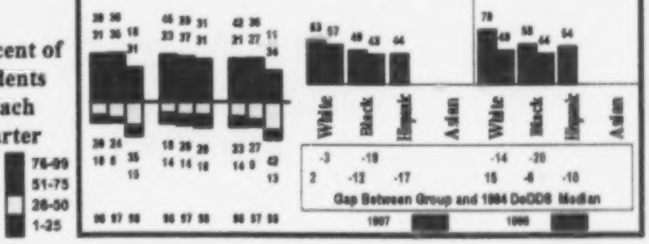
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Pre/Post parent surveys were completed in the fall and spring. Our focus has been to establish an initiative, "A Parent's Place in Literacy Place", to bring parents into classrooms. The specific purpose was to provide support for the new reading program. Post survey data indicates an increased understanding of the curriculum and expanded involvement in the teaching process.

Grade 3

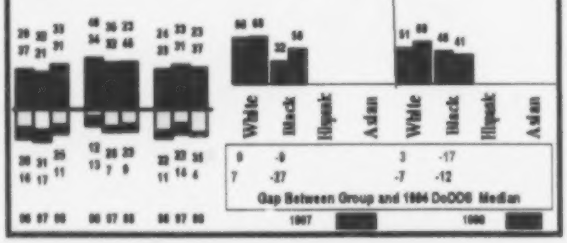
1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	51	64	47.3	56	50
District	52.5	59.0	48.8	55.5	50.9
DoDDS	57.1	61.4	50.5	57.2	53.4
Nation	50	50	50	50	50
# Students	108	108	108	108	108

Percent of Students in Each Quarter



Grade 5

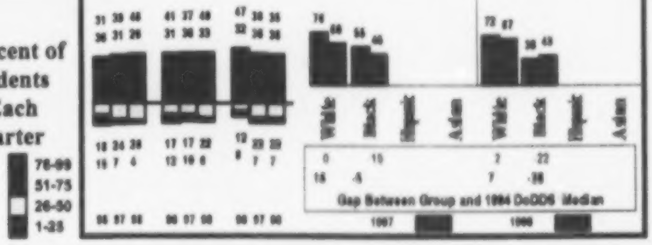
1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	64	58	57	56	53
District	64.5	61.7	62.3	63.3	60.8
DoDDS	67.5	63.4	66.1	61	63.2
Nation	50	50	50	50	50
# Students	91	91	91	91	91



Grade 6

1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	70	69	67	61	62
District	60.9	63.7	61.5	61.3	61.5
DoDDS	62.7	65.2	64.7	62	64.9
Nation	50	50	50	50	50
# Students	55	55	55	55	55

Percent of Students in Each Quarter



SAT Results		School	District	DoDDS	Nation
% Participating	97	NA	49%	63%	41%
	98	NA	54%	62%	43%
Math Avg Score	97	NA	502	505	511
	98	NA	492	505	512
Verbal Avg Score	97	NA	512	515	505
	98	NA	502	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Kinser ES
UNIT 35037
FPO AP 96373-5037

DSN Phone: 637-3008/3422
Fax Number: 81-6117-37-2611
Commercial Phone:
81-6117-37-3008

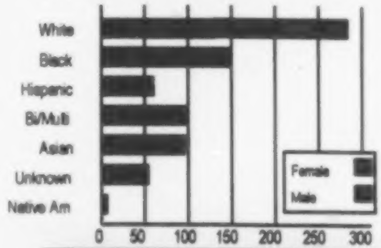
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	79	Met	34%	51%	14%	0%	1%
5	97	74	Met	36%	55%	5%	3%	0%
5	98	88	Met	11%	82%	6%	0%	1%

Camp Butler,
Okinawa (Japan)

Department of Defense Education Activity
Kubasaki High School (9-12)
1997/98 School Profile
Tim Kilkenny, Principal

School Characteristics

Student Enrollment - 744



Special Programs			
Grade Offered	Program		
PK-12	Special Education	43	6%
K-8	TAG	N/A	N/A
K-12	ESL	16	2%
1	Reading Recovery	N/A	N/A
7-12	AVID	26	▨
AP Courses Offered		9	▨
Students Taking AP Courses		93	34%

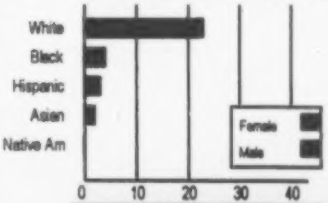
Grade	
9	263
10	206
11	142
12	133
Total	744

Sponsor Affiliation	
Marine	66%
Army	2%
Navy	11%
Air Force	4%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	15%
Non-US Civilians	<.5%

Teacher Experience	
Year	Teacher
New	1
1-3	2
4-6	4
7-10	1
> 10	48

Mobility Rate
21% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	3
Classroom Teachers	52
Special Education	3.5
Other Professionals	4

Teacher Education	
Degree	Teacher
BA/BS	25 %
MA/MS	67 %
Doctorate	8 %

Principal's Highlights

The School Advisory Committee (SAC) of Kubasaki High School worked closely with the administration to identify and resolve key school-related issues. Attendance at our monthly meetings was very good, and goals were set and addressed from the outset.

Progress continues to be made to meet the goals of the School Improvement Plan (SIP). All teachers were involved in gaining consensus on our plan for SY97/98. The School Improvement Leadership Team met monthly to monitor our progress and provide direction for the future. Our NCA visit in May '98 resulted in some specific recommendations for us to address for the coming year. The NCA team also indicated they would come back in Spring'99 to check on the results of those recommendations.

Kubasaki High School took a lead role in the implementation of School-Home Partnership. A mentoring program is being planned with parents and community members, and a Parent Center is being designed in the school for opening in the near future.

DoDEA Strategic Plan: School Improvement Implementation School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies.

The faculty and staff of Kubasaki High School chose the following interventions: note-taking, assignment logs, summarization techniques, and published daily class objectives as a means to empower students with skills necessary to be successful in school. The strategies were implemented during the first quarter and continued staff development occurred at faculty meetings.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

The faculty and staff of Kubasaki High School chose the following interventions: note-taking, assignment logs, summarization techniques, and published daily class objectives as a means to empower students with skills necessary to be successful in school. The strategies were implemented during the first quarter and continued staff development occurred at faculty meetings.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Kubasaki High School's communication system includes such activities as Student and Parent Orientation, College Night, Senior Parent Seminar, Freshman/Sophomore Class Career Planning Seminar, Lester Middle School Parents Orientation. Japan Update, Okinawa This Week and High School Writer are among the numerous publications featuring students, and faculty.

Benchmark 10.8: Establish Technology for teachers and administrators

Two new computer labs with pentium computers and the latest software were finished this year to compliment the multi-curricular lab at KHS. On-going faculty and student training is being conducted after an extensive needs assessment was completed. The new labs and the training has placed KHS on the cutting edge of technology training with teachers leading the way.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.3	4.0	3.9
Co-Supporters	2.8	3.6	3.5
Co-Learners	2.3	3.3	3.1
Co-Teachers	2.7	3.6	3.5
Co-Advisors	2.7	3.4	3.3

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

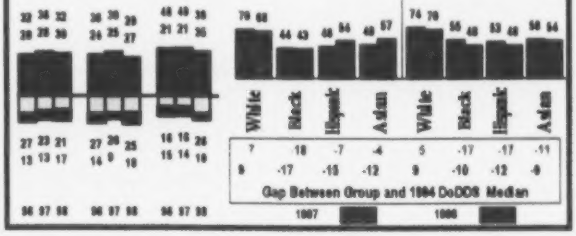
Parents were invited and were an integral part of the selection of the current strategies and interventions. A mentoring program is a being designed for implementation in school year 1998/99 that will include parents, military members and other members of the community and will be available at each Marine Corps base in order to reach students in their community.

Grade 9

1998 Median Percentiles for:

	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	62	58.8	60.6	57.4	57.3
District	61.2	60.1	62.6	56.8	56.4
DoDDS	70.8	68.4	68.8	64.9	62.9
Nation	50	50	50	50	50
# Students	266	266	261	262	261

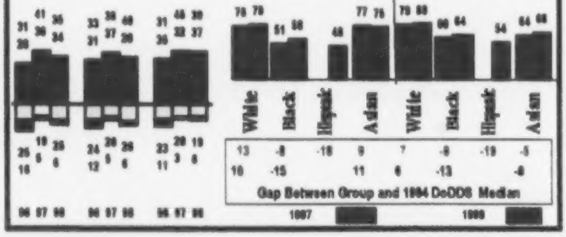
Percent of Students in Each Quarter



■ 76-99
■ 51-75
□ 26-50
■ 1-25

Grade 10

	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	63.5	70.3	68.6	68.7	70.8
District	61.4	66.6	65.8	64.8	64.2
DoDDS	70.1	70.5	70.7	68.7	67
Nation	50	50	50	50	50
# Students	183	182	169	179	170

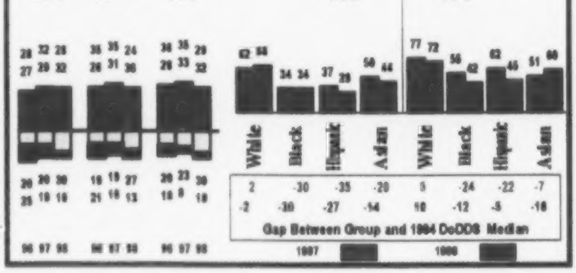


Grade 11

1998 Median Percentiles for:

	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	56.6	60.5	58.5	49.5	58
District	58.3	59.2	60.0	46.7	53.0
DoDDS	69.9	69	69	65.4	66.5
Nation	50	50	50	50	50
# Students	130	130	130	130	130

Percent of Students in Each Quarter



■ 76-99
■ 51-75
□ 26-50
■ 1-25

SAT Results		School	District	DoDDS	Nation
% Participating	97	57%	49%	63%	41%
	98	43%	54%	62%	43%
Math Avg Score	97	488	502	505	511
	98	510	492	505	512
Verbal Avg Score	97	483	512	515	505
	98	513	502	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Kubasaki HS
(CAMP SD BUTLER)
UNIT 35008
FPO AP 96373-5008

DSN Phone: 645-3728/4876
Fax Number: 81-98-892-7769
Commercial Phone:
81-6117-45-3728

DoDEA Writing Assessment

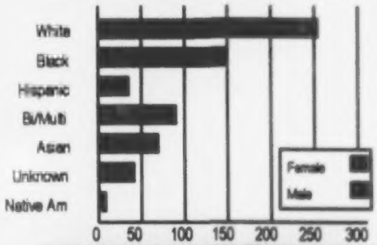
				Percent of Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
10	96	185	Met	27%	48%	18%	7%	0%
10	97	170	Met	45%	42%	11%	1%	1%
10	98	172	Met	36%	45%	13%	5%	1%

Camp Lester, Okinawa (Japan)

Department of Defense Education Activity
Lester Middle School (7-8)
1997/98 School Profile
Diane Bell, Principal

School Characteristics

Student Enrollment - 643



Special Programs			
Grade Offered	Program		
PK-12	Special Education	36	6%
K-8	TAG	37	6%
K-12	ESL	12	2%
1	Reading Recovery	N/A	N/A
7-12	AVID	18	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

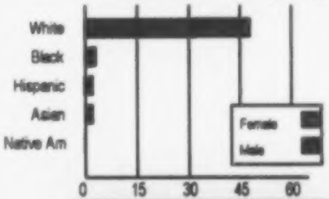
Grade	
7	334
8	309
Total	643

Sponsor Affiliation	
Marine	70%
Army	3%
Navy	11%
Air Force	7%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	9%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	0
1-3	7
4-6	2
7-10	9
> 10	30

Mobility Rate
20% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	3
Classroom Teachers	38.5
Special Education	3.5
Other Professionals	4

Teacher Education	
Degree	Teachers
BA/BS	29 %
MA/MS	66 %
Doctorate	5 %

Principal's Highlights

Lester Middle School has substantive data to show that we are narrowing the gaps in achievement. Additionally, our efforts toward valuing diverse cultures have resulted in positive outcomes. We have made learning more meaningful for our students by adopting the interdisciplinary/ thematic units. To further encourage competence and to foster self-esteem we are emphasizing organizational skills.

In less than two years we have observed a remarkable and positive difference in the academic performance and behavior of our student body as the culture of the school has changed. This is the result of a strong leadership team, a committed staff, and a supportive community.

We have focused our efforts on academic success rather than retribution, have increased communication with the community, and have designed after-school activities to assist students affectively as well as academically.

DoDEA Strategic Plan School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Students participated in interdisciplinary/thematic units. The units were developed by each of the five instructional teams. Standards on format and quality were developed by SIT. In-house staff development was provided to each instructional team. Growth in achievement was shown by our students.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Students and staff received instruction and reinforcement of study and organizational skills to include (1) 3-ring notebooks/dividers (2) success planners, (3) notetaking, (4) standardized format and (5) school-wide discipline plan. Students report that the use of these standardized tools has eliminated confusion and helped them become more organized.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Effective communication continued and expanded through such means as parent and student orientations, technology fairs, art fairs, monthly parent newsletters, cultural awareness celebrations, the homework/information hotline, and E-mail.

Benchmark 10.8: Establish Technology for teachers and administrators

Members of our faculty received training in integrating computer technology into the curriculum, internet as a resource for thematic units, multi-media software (PowerPoint 97 and Hyperstudio), WORD 6.0, and peripheral devices. Progress reports were generated by Integrade with training for new faculty. Homework/Information Hotline was used by all instructional teams.

Average Ratings of SHP Progress

Tier	School	District	DoDDS
Co-Communicators	3.5	4.0	3.9
Co-Supporters	3.0	3.6	3.5
Co-Learners	2.3	3.3	3.1
Co-Teachers	3.3	3.6	3.5
Co-Advisors	2.8	3.4	3.3

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

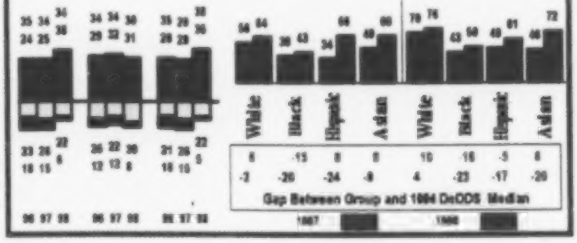
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

Cultural awareness participatory interventions were used to involve parents, students and staff in school-wide celebrations. These celebrations included cultural cuisine fares, fine and practical arts demonstrations, a wax museum, and showcasing a diverse group of professionals, who have selected careers that are highly related to math and science.

Grade 7

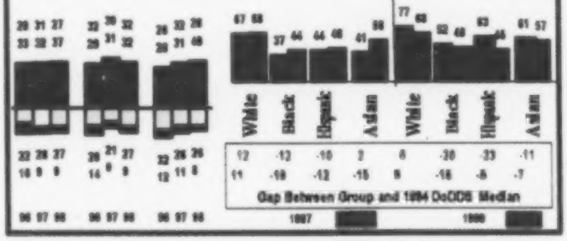
1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	66.3	61.5	65.8	60	65.2
District	68.3	64.0	67.3	65.0	66.6
DoDDS	68.6	64.6	65.9	59.9	64.9
Nation	50	50	50	50	50
# Students	313	313	312	313	313

Percent of Students in Each Quarter



Grade 8

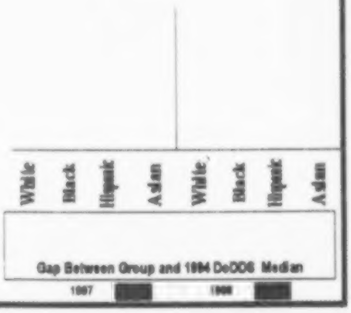
1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	61	61.3	58.4	56.7	58.2
District	58.3	61.5	58.5	56.4	56.9
DoDDS	59.8	64.3	62.7	61.3	60.7
Nation	50	50	50	50	50
# Students	288	288	288	288	288



1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School					
District					
DoDDS					
Nation					
# Students					

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results

		School	District	DoDDS	Nation
% Participating	97	NA	49%	63%	41%
	98	NA	54%	62%	43%
Math Avg Score	97	NA	502	505	511
	98	NA	492	505	512
Verbal Avg Score	97	NA	512	515	505
	98	NA	502	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Lester MS
UNIT 35015
FPO AP 96373-5015

DSN Phone: 645-7787/2124
Fax Number: 81-6117-45-7211
Commercial Phone:
81-6117-45-7787

DoDEA Writing Assessment

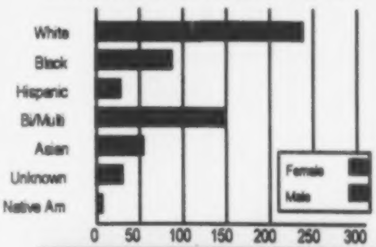
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	96	310	Not Met	23%	41%	28%	7%	1%
8	97	295	Not Met	26%	42%	20%	9%	3%
8	98	275	Met	31%	47%	16%	4%	2%

Kadena AB,
Okinawa (Japan)

Department of Defense Education Activity
Stearley Heights Elementary School (PK-6)
1997/98 School Profile
Van Dale S. Furusho, Principal

School Characteristics

Student Enrollment - 573



Grade	
PreK	1
K	73
1	91
2	94
3	64
4	97
5	79
6	74
Total	573

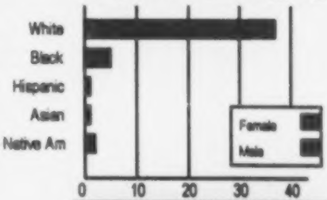
Sponsor Affiliation	
Marine	5%
Army	5%
Navy	6%
Air Force	77%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	6%
Non-US Civilians	<.5%

Special Programs			
Grade Offered	Program		
PK-12	Special Education	31	5%
K-8	TAG	69	12%
K-12	ESL	23	4%
1	Reading Recovery	8	9%
7-12	AVID	N/A	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Years	# Teachers
New	1
1-3	8
4-6	3
7-10	2
> 10	27

Mobility Rate
21% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	29
Special Education	2
Other Professionals	10

Teacher Education	
Degree	Teachers
BA/BS	28 %
MA/MS	70 %
Doctorate	2 %

Principal's Highlights

This has been an exciting year for Stearley Heights Elementary School. We have institutionalized the strategies from our School Improvement Plan developed in SY 1995/1996, and we have begun work on a new, and even more exciting, School Improvement Plan. Our new plan will be our bridge to the 21st century!

In our new plan we will focus attention on Science and Social Studies, along with a number of other Benchmarks. As a faculty we feel it is extremely important that our students have a strong foundation in geography and the scientific method.

In addition to the formal school improvement plan, we have been training and piloting a new reading program which has been adopted by DoDEA. Next year we will fully implement Literacy Place, an integrated language and reading program which places a great deal of emphasis on writing.

While focusing on academic achievement, we have not forgotten the importance of other areas. We have conducted a learn to swim program for our sixth grade students, the work of a number of our students was featured in a Japanese art show and we sponsored a Japanese Culture Day for students and parents.

Next year we plan to provide even more exciting programs for our students.

DoDEA Strategic Plan School Improvement Implementation
School Year 97/98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Stearley Heights Elementary School selected map, place and location skills of this Benchmark. To help achieve this goal, teachers provided at least four lessons each month on map, place and location skills. Teachers also received a number of inservice programs presented with in-house resources, and this area was given priority when supplies and equipment were ordered this year.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Stearley Heights Elementary school selected science as the school wide area of emphasis this year. To help us meet this benchmark teachers provided at least three activity based science lessons each month. Several inservice programs were provided to teachers in this area and the district science liaison worked closely with individual teachers and the School Improvement Team.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

One area of progress in this area has been the development of a SAC/PTA newsletter. This newsletter is published in addition to the normal Parent Newsletter and contains student work as well as news from the SAC and PTA. Our school has also developed a school web page which provides information to parents and students newly assigned to our school and base.

Benchmark 10.8: Establish Technology for teachers and administrators

Our school computer lab is connected to the local base internet server. To ensure quality use of our computer lab, the TAG teacher provided instruction to each classroom on biweekly basis this year. We also purchased equipment which allows classrooms with internet access to show the computer screen on the classroom television. All students can participate in internet research .

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	**N/A**	**4.0**	**3.9**
Co-Supporters	**3.5**	**3.6**	**3.5**
Co-Learners	**4.0**	**3.3**	**3.1**
Co-Teachers	**4.0**	**3.6**	**3.5**
Co-Advisors	**3.0**	**3.4**	**3.3**

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

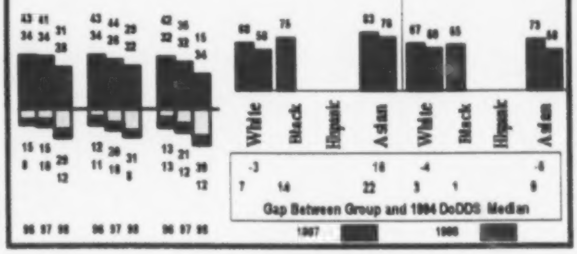
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Our School-Home Partnership continues to be one of the best in DoDDS. Our parents have logged thousands of hours in volunteer hours in the classroom this year. We have also utilized many non-parent volunteers as tutors and classroom assistants. We have also invited parent representatives to attend faculty and team leader meetings to ensure parent input in all areas of school policy.

Grade 3

1998 Median Percentiles for:	**Benchmark 3.1**			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
School	61.2	65	51.6	58	57.3
District	52.5	59.0	48.8	55.5	50.9
DoDDS	57.1	61.4	50.5	57.2	53.4
Nation	50	50	50	50	50
# Students	65	65	65	65	65

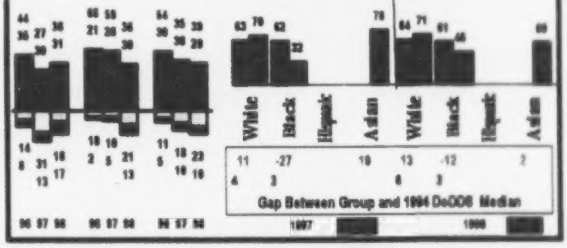
Percent of Students in Each Quarter



- ■ 76-99
- ■ 51-75
- □ 26-50
- ■ 1-25

Grade 5

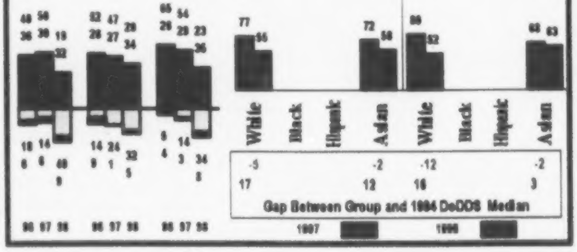
1998 Median Percentiles for:	**Benchmark 3.1**			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
School	64	64	64.3	68.3	59
District	64.5	61.7	62.3	63.3	60.8
DoDDS	67.5	63.4	66.1	61	63.2
Nation	50	50	50	50	50
# Students	70	70	69	70	69



Grade 6

1998 Median Percentiles for:	**Benchmark 3.1**			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
School	51.3	60	58	55	57.3
District	60.9	63.7	61.5	61.3	61.5
DoDDS	62.7	65.2	64.7	62	64.9
Nation	50	50	50	50	50
# Students	65	65	65	65	65

Percent of Students in Each Quarter



- ■ 76-99
- ■ 51-75
- □ 26-50
- ■ 1-25

SAT Results		School	District	DoDDS	Nation
% Participating	97	NA	49%	63%	41%
	98	NA	54%	62%	43%
Math Avg Score	97	NA	502	505	511
	98	NA	492	505	512
Verbal Avg Score	97	NA	512	515	505
	98	NA	502	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

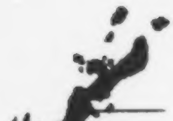
SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Stearley Heights ES
UNIT 5166
APO AP 96368-5166

DSN Phone: 634-4524/4523/0646
Fax Number: 81-98-934-6818
Commercial Phone:
81-6117-34-4524

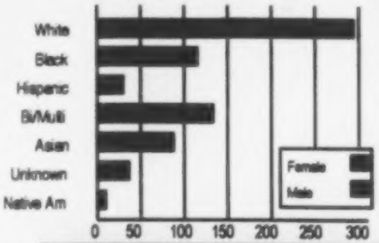
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	**Yr**	**Number Tested**	**Benchmark Criteria** **75% => Proficient**	**Distinguished**	**Proficient**	**Apprentice**	**Novice/ Undeveloped**	**Not Scoreable**
5	96	73	Met	48%	47%	3%	3%	0%
5	97	90	Met	30%	53%	9%	6%	2%
5	98	68	Met	12%	81%	7%	0%	0%


Camp Butler,
Okinawa (Japan)

Department of Defense Education Activity
Zukeran Elementary School (PK-6)
1997/98 School Profile
Sharon Carter, Principal

School Characteristics

Student Enrollment - 690



Special Programs			
Grade Offered	Program		
PK-12	Special Education	85	12%
K-8	TAG	114	17%
K-12	ESL	24	3%
1	Reading Recovery	16	17%
7-12	AVID	N/A	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

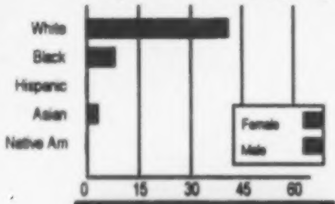
Grade	
PreK	20
K	96
1	96
2	103
3	102
4	102
5	95
6	76
Total	690

Sponsor Affiliation	
Marine	47%
Army	7%
Navy	15%
Air Force	20%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	11%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	1
1-3	1
4-6	7
7-10	16
> 10	37

Mobility Rate
28% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	31
Special Education	5
Other Professionals	11

Teacher Education	
Degree	Teacher
BA/BS	26 %
MA/MS	74 %
Doctorate	0 %

Principal's Highlights

Zukeran Elementary School provides a strong academic program for approximately 750 students enrolled in Sure Start through sixth grade. Quality teaching has yielded increased performance on CTBS/Terra Nova tests.

The faculty has focused on the enjoyment of reading using many games, festivals such as Dr. Seuss's Birthday, free reading time, Read-Alouds by our Marine Readers, and the Principal's Challenge incentive program, as well as the use of "Reading Cirlces" from the Literacy Place Language Arts series. Daily Oral Language and Writing Sampling help to boost written language skills.

Daily Oral Science provides peer mentoring in science. Students become "experts" in investigation.

MathLand has been enriched by the use of Arithmetic Developed Daily and our "I Know My Facts" incentive program which both serve to boost basic skills.

ZES now has two computer labs to serve students. Keyboarding skills, INTERNET use and many curriculum support programs help keep our students on the cutting edge of technology.

Our new Parent Center attracts volunteers who become involved in many levels of school life.

DoDEA Strategic Plan School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Reading achievement was boosted by increasing interest in reading independently. Marine Readers provided role models, teachers used high interest games and all participated in TV Turn-off Week. Literacy Place "Reading Circles" were implemented using high interest literature. Daily Oral Language and Writing provides continued success in Lang. Arts.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Arithmetic Developed Daily (ADD) provided daily practice in basic computation as did the "I Know My Facts" incentive program and the many math computer programs used in the computer lab. Daily Oral Science continued to build mentorship among peers. Sidewalk Science, The Office Science Corner, and The Science Newsletter highlights achievement in Science.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

In-school communication continues to be efficient and collaborative. Zukeran's "Open Door" Policy creates the "Inviting School" atmosphere which encourages parents, staff, community and students to interact in a comfortable manner with the office staff and entire school community. The 1990's style newsletter and upbeat climate facilitate communication.

Benchmark 10.8: Establish Technology for teachers and administrators

Another computer lab was established for student and teacher use. New equipment is being added to each lab and the EMC. Workshops have been provided for faculty and community members on basic WORD, EXCEL and other programs. ZES established their Web page, obtained InFocus, and continue to use the INTERNET. Student training is ongoing and frequent.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	3.4	4.0	3.9
Co-Supporters	3.4	3.6	3.5
Co-Learners	3.3	3.3	3.1
Co-Teachers	3.3	3.6	3.5
Co-Advisors	3.1	3.4	3.3

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

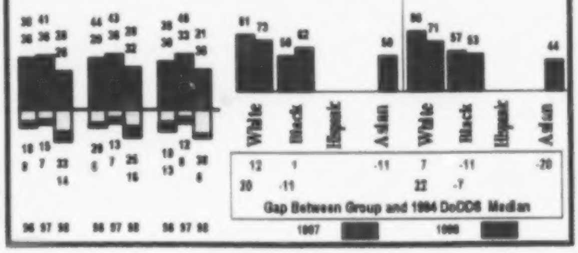
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

The staff received training on the Chrispeel's 5-tier model of partnerships. The teachers kept track of all levels of involvement. A Parent Center has opened and involvement is growing. The PTA is flourishing and volunteers continue to serve in the school at many levels. Family Math nights, Reading Recovery parent training, Volksmarches, etc. involve the community in school life.

Grade 3

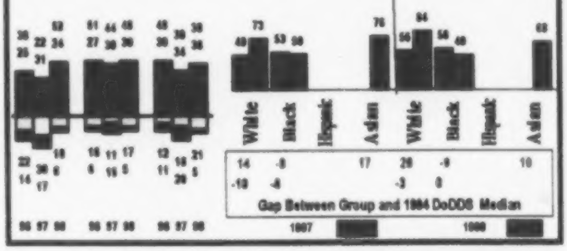
1998 Median Percentiles for:	Read	Lang	Soc Stdy	Math	Science
	Benchmark 3.1			**Benchmark 4.2**	
School	55	58.3	56	62.4	57
District	52.5	59.0	48.8	55.5	50.9
DoDDS	57.1	61.4	50.5	57.2	53.4
Nation	50	50	50	50	50
# Students	94	94	94	94	94

Percent of Students in Each Quarter



Grade 5

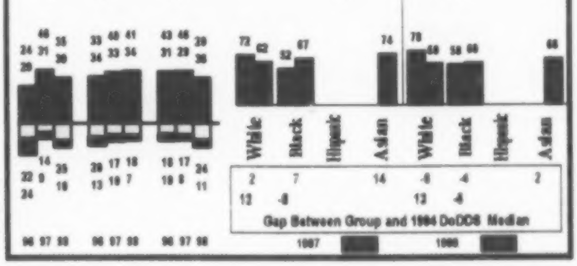
1998 Median Percentiles for:	Read	Lang	Soc Stdy	Math	Science
	Benchmark 3.1			**Benchmark 4.2**	
School	76.4	74.3	64	71.8	68.8
District	64.5	61.7	62.3	63.3	60.8
DoDDS	67.5	63.4	66.1	61	63.2
Nation	50	50	50	50	50
# Students	98	98	97	97	97



Grade 6

1998 Median Percentiles for:	Read	Lang	Soc Stdy	Math	Science
	Benchmark 3.1			**Benchmark 4.2**	
School	64	70	61	65.5	60.7
District	60.9	63.7	61.5	61.3	61.5
DoDDS	62.7	65.2	64.7	62	64.9
Nation	50	50	50	50	50
# Students	71	71	70	70	70

Percent of Students in Each Quarter



SAT Results		School	District	DoDDS	Nation
% Participating	97	NA	49%	63%	41%
	98	NA	54%	62%	43%
Math Avg Score	97	NA	502	505	511
	98	NA	492	505	512
Verbal Avg Score	97	NA	512	515	505
	98	NA	502	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Zukeran ES
UNIT 35017
FPO AP 96373-5017

DSN Phone: 645-2576/5392/2064
Fax Number: 81-98-892-7959
Commercial Phone:
81-6117-45-2576

DoDEA Writing Assessment

				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	110	Met	46%	48%	6%	0%	0%
5	97	85	Met	40%	47%	6%	5%	2%
5	98	103	Met	30%	66%	4%	0%	0%

SECTION O

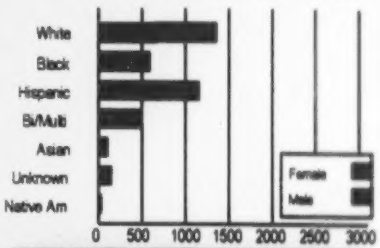
DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

PANAMA AREA
1997-1998

Department of Defense Education Activity
Panama Area (PK-12)
1997/98 Area Profile
Linda Renz, Superintendent

Area Characteristics

Student Enrollment - 3,821



Special Programs			
Grade Offered	Program		
PK-12	Special Education	347	9%
K-8	TAG	371	13%
K-12	ESL	243	6%
1	Reading Recovery	21	6%
7-12	AVID	56	▨
AP Courses Offered		9	▨
Students Taking AP Courses		116	28%

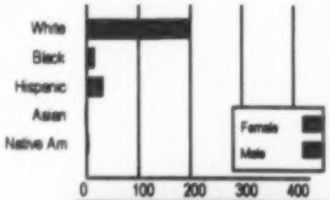
Grade	
PreK	35
K	335
1	374
2	420
3	337
4	320
5	284
6	309
7	271
8	276
9	233
10	212
11	227
12	188
Total	3821

Sponsor Affiliation	
Marine	2%
Army	33%
Navy	12%
Air Force	22%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	29%
Non-US Civilians	1%

Teacher Experience	
Years	Teacher
New	3
1-3	17
4-6	24
7-10	34
> 10	234

Mobility Rate
36% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	13
Classroom Teachers	203.5
Special Education	24.5
Other Professionals	40

Teacher Education	
Degree	Teacher
BA/BS	41 %
MA/MS	55 %
Doctorate	4 %

Superintendent's Highlights

The Panama/Cuba Area has had an exciting year with the continued support of the parents, teachers, administrators and community member as partners in the education of all students.

The major emphasis for the area has been on supporting the effective implementation of School Improvement Plans (SIP), the vehicle for implementing the DoDEA Community Strategic Plan. The Panama/Cuba Area focus has been on enhancing strategy implementation, monitoring progress, and providing more opportunities for parental involvement to increase student achievement.

As an outgrowth of the DoDEA Community Strategic Plan, the Framework for School Improvement Support was developed to provide assistance and specialized resources to increase student performance and enhance the teaching and learning process in selected schools.

On a final note, despite the many continuing changes due to the treaty, we are committed to ensuring that the primary focus of our schools continues to be on teaching and learning so that all students receive the best education they so deserve.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

During the pre-implementation phase of the new integrated Language Arts/Reading program for K-6, DoDEA headquarters provided numerous staff development opportunities for teachers to gain understanding and practice in this new curricular program. In an effort to increase student achievement in writing, training was provided on the DoDEA writing rubrics.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

In our efforts to enhance the learning of all students, a major emphasis has been on the integration of curriculum standards throughout DoDEA. The DoDEA headquarters provided training in the integration of technology to support the district's initiative of utilizing technology as a tool for learning in the content areas.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

The Area has continued the partnership between parents and the schools through the School-Home Partnership initiatives. Parents from the Framework for School Improvement Support schools met with the area, district, and school leaders to forge an understanding of the process, and assist in the planning for increased student improvement for next year.

Benchmark 10.8: Establish Technology for teachers and administrators

The Area Superintendent continued to support the installation of the Internet throughout all schools. Training opportunities were provided from the DoDEA headquarters in the following areas: connectivity, software usage, and Internet access. The overall goal is to support hardware and curriculum software installation and usage.

Average Ratings of SHP Progress		
Tier	**Area**	**DoDDS**
Co-Communicators	3.9	3.9
Co-Supporters	3.6	3.5
Co-Learners	3.2	3.1
Co-Teachers	3.5	3.5
Co-Advisors	3.8	3.3
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation		

Goal 8: Parental Participation

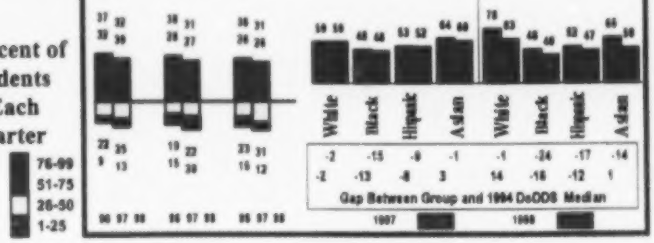
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

Communication throughout the Area continued to be enhanced by the School Based Management process. Parents, community members and the schools continued to share in the decision making process. The Area supported the purchase of communication systems for schools to enhance the sharing of information with parents.

Grade 3

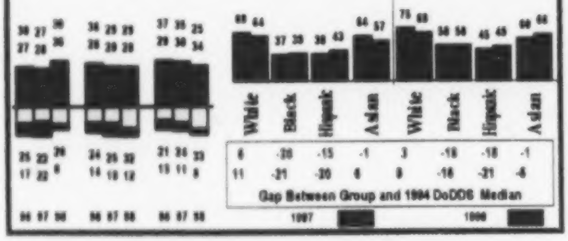
1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
Area	50.1	55.2	46.5	55.7	52.7
DoDDS	57.1	61.4	50.5	57.2	53.4
Nation	50	50	50	50	50
# Students	285	285	284	285	285

Percent of Students in Each Quarter



Grade 7

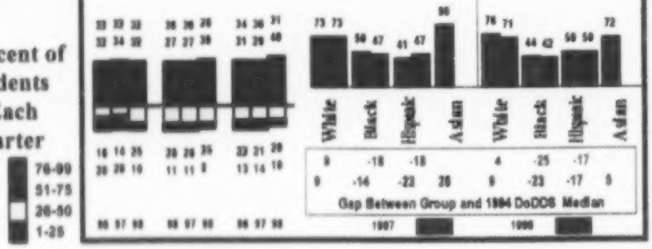
1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
Area	59.6	55	56.5	51.5	57.9
DoDDS	68.6	64.6	65.9	59.9	64.9
Nation	50	50	50	50	50
# Students	239	239	240	239	240



Grade 11

1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
Area	61.9	63.3	65	56.6	57.8
DoDDS	69.9	69	69	65.4	66.5
Nation	50	50	50	50	50
# Students	200	200	199	201	201

Percent of Students in Each Quarter



SAT Results		Area	DoDDS	Nation
% Participating	97	60%	63%	41%
	98	52%	62%	43%
Math Avg Score	97	481	505	511
	98	496	505	512
Verbal Avg Score	97	498	515	505
	98	501	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Panama Area Superintendent
4040 N. Fairfax Dr., 4th Floor
Arlington, VA 22203-1635

DSN Phone: 426-4373
Fax Number: (703) 696-8920
Commercial Phone:
(703) 696-4373

DoDEA Writing Assessment

				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	361	Met	26%	52%	19%	2%	1%
5	97	343	Met	27%	57%	9%	2%	5%
5	98	258	Met	16%	79%	4%	1%	0%
8	96	288	Not Met	27%	32%	26%	9%	7%
8	97	280	Met	33%	43%	17%	2%	5%
8	98	229	Met	32%	50%	13%	4%	1%
10	96	259	Met	36%	44%	14%	5%	0%
10	97	268	Met	44%	34%	17%	1%	4%
10	98	205	Met	46%	42%	7%	4%	0%

SECTION P

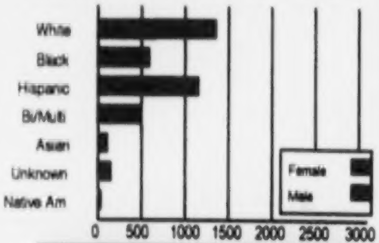
DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

PANAMA DISTRICT
1997-1998

Department of Defense Education Activity
Panama District (PK-12)
1997/98 District Profile
Ruth Russell, Superintendent

District Characteristics

Student Enrollment - 3,821



Special Programs			
Grade Offered	Program		
PK-12	Special Education	347	9%
K-8	TAG	371	13%
K-12	ESL	243	6%
1	Reading Recovery	21	6%
7-12	AVID	56	▨
AP Courses Offered		9	▨
Students Taking AP Courses		116	28%

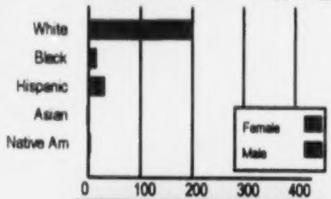
Grade	
PreK	35
K	335
1	374
2	420
3	337
4	320
5	284
6	309
7	271
8	276
9	233
10	212
11	227
12	188
Total	3821

Sponsor Affiliation	
Marine	2%
Army	33%
Navy	12%
Air Force	22%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	29%
Non-US Civilians	1%

Teacher Experience	
Years	Teachers
New	3
1-3	17
4-6	24
7-10	34
> 10	234

Mobility Rate
36% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	13
Classroom Teachers	203.5
Special Education	24.5
Other Professionals	40

Teacher Education	
Degree	Teachers
BA/BS	41 %
MA/MS	55 %
Doctorate	4 %

Superintendent's Highlights

The Panama Cuba Area has had an exciting year with the continued support of the parents, teachers, administrators and community members as partners in the education of all students.

The major emphasis for the area has been on the improvement and action plans of the DoDEA Community Strategic Plan focusing on enhancing strategy implementation, monitoring progress, and providing more opportunities for parental involvement to increase student achievement.

As an outgrowth of The Strategic Plan, The Framework for School Improvement Support was developed to provide assistance and specialized resources to increase student performance and enhance the teaching and learning process in selected schools.

On a final note, despite the many continued changes due to the treaty, we are committed to ensuring the primary focus of our schools be on the teaching and learning so that all students may receive the best education they so deserve.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

With the pre-implementation of the new integrated Language Arts/Reading program for K-6, Headquarters provided numerous staff development opportunities for teachers to gain understanding and practice in the program. In an effort to increase student achievement in writing, training was provided on the DODEA writing rubrics.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

In our efforts to enhance the learning of all students, a major emphasis has been on the integration of curriculum standards throughout DODEA. The Headquarters office provided training in the integration of technology to support the district's initiative of utilizing technology as a tool for learning.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

The Area has continued the partnership between parents and the school through the School-Home Partnership initiatives. Parents from The Framework for School Improvement Support schools met with DODEA and school leaders to forge an understanding of the process, and assist in the planning for increased student improvement for next year.

Benchmark 10.8: Establish Technology for teachers and administrators

The Area Superintendent continued to support the installation of the Internet throughout all schools. Training opportunities were provided from Headquarters in the areas of: connectivity, software usage, Internet, and others to support hardware and curriculum installation and usage.

Average Ratings of SHP Progress		
Tier	**District**	**DoDDS**
Co-Communicators	3.9	3.9
Co-Supporters	3.6	3.5
Co-Learners	3.2	3.1
Co-Teachers	3.5	3.5
Co-Advisors	3.8	3.3

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

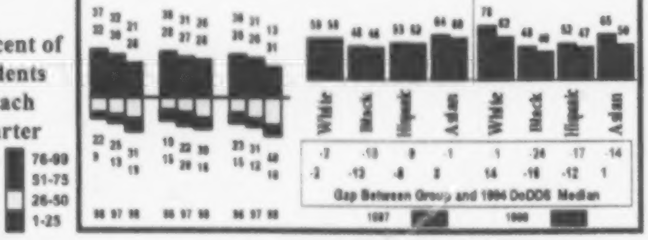
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Communication throughout the Area continued to be enhanced by the School Based Management process. Parents, community members and the school continued to share in the decision making process. The Area supported the purchasing of communication systems for allowing the schools to share information with parents.

Grade 3

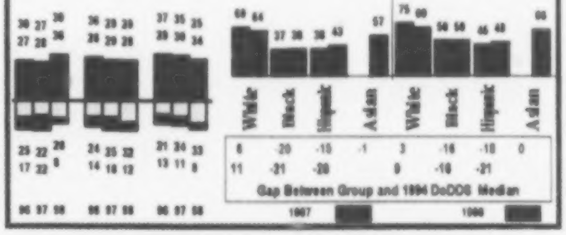
1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
District	50.1	55.2	46.5	55.7	52.7
DoDDS	57.1	61.4	50.5	57.2	53.4
Nation	50	50	50	50	50
# Students	285	285	284	285	285

Percent of Students in Each Quarter



Grade 7

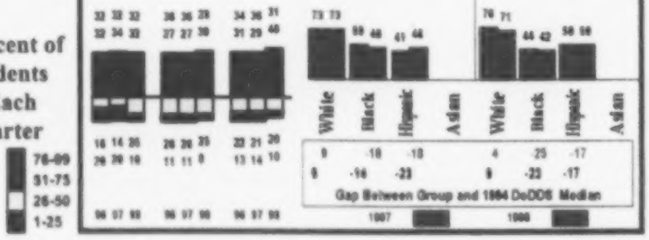
1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
District	59.6	55.0	56.5	51.5	57.9
DoDDS	68.6	64.6	65.9	59.9	64.9
Nation	50	50	50	50	50
# Students	239	239	240	239	240



Grade 11

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
District	61.9	63.3	65.0	56.6	57.8
DoDDS	69.9	69	69	65.4	66.5
Nation	50	50	50	50	50
# Students	200	200	199	201	201

Percent of Students in Each Quarter



SAT Results		District	DoDDS	Nation
% Participating	97	60%	63%	41%
	98	52%	62%	43%
Math Avg Score	97	481	505	511
	98	496	505	512
Verbal Avg Score	97	498	515	505
	98	501	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

DoD Dependents Schools
Attn: Ruth Russell
Unit 0925
APO AA 34002

DSN Phone: 285-4035
Fax Number: 507-285-6652
Commercial Phone:
507-285-4035

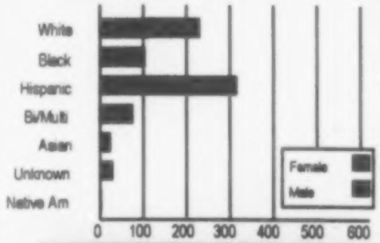
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	340	Met	26%	52%	19%	2%	2%
5	97	343	Met	27%	57%	9%	5%	2%
5	98	258	Met	16%	79%	4%	1%	0%
8	96	273	Not Met	28%	32%	24%	8%	6%
8	97	280	Met	33%	43%	17%	5%	2%
8	98	229	Met	32%	50%	13%	4%	1%
10	96	247	Met	36%	45%	14%	5%	0%
10	97	268	Met	44%	34%	17%	4%	1%
10	98	205	Met	46%	42%	7%	4%	0%

Fort Clayton,
Panama

Department of Defense Education Activity
Balboa High School (9-12)
1997/98 School Profile
Thomas Price, Principal

School Characteristics

Student Enrollment - 771



Special Programs			
Grade Offered	Program		
PK-12	Special Education	41	5%
K-8	TAG	N/A	N/A
K-12	ESL	23	3%
1	Reading Recovery	N/A	N/A
7-12	AVID	29	
AP Courses Offered		6	
Students Taking AP Courses		113	30%

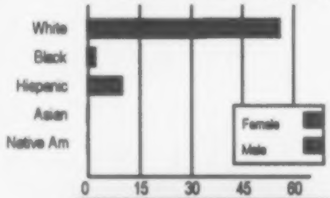
Grade	
9	206
10	193
11	199
12	173
Total	771

Sponsor Affiliation	
Marine	<.5%
Army	28%
Navy	2%
Air Force	16%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	51%
Non-US Civilians	4%

Teacher Experience	
Years	Teachers
New	2
1-3	2
4-6	8
7-10	12
> 10	72

Mobility Rate
20% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	3
Classroom Teachers	47.5
Special Education	5.5
Other Professionals	6

Teacher Education	
Degree	Teachers
BA/BS	27 %
MA/MS	69 %
Doctorate	4 %

Principal's Highlights

Balboa High School has expanded the School Based Management program, increasing parent and student participation in the decision making process. SBM has provided opportunities for student and teacher travel and training. A special student leadership training program conducted in Puerto Rico prepared students to assume leadership positions on the SBM council.

The block schedule has provided opportunities to enrich the curriculum through field trips, utilization of community resources, increased lab and computer time, as well as use of simulations and other in-depth approaches to presenting content. Use of technology has increased, as both students and teachers take advantage of the many opportunities available. Training continues to be provided at local, district, and DoDEA levels to enable faculty to provide quality instruction.

Efforts to narrow the gap include the following: a pull-out program in math to improve basic skills, a ninth hour program designed to assist students who have failed a quarter of English, and an increased use of the Mentoring program. The AVID program has been expanded to include grades 9-11.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Writing across the Curriculum and adhering to a schoolwide rubric has improved student writing ability. A writing workshop via video was offered in each department, linking precision writing with precision reading and critical thinking. AVID, stressing writing standards and study skills, is expanding.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

A math pull-out program for at-risk students helped to boost math skills. AVID encourages students of minority status to enroll in upper level science and math courses and provides them with the support they need to succeed. Before and after school guided study programs are offered to enhance student achievement in math and science.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

BHS sends home a monthly newsletter as does SBM. The BHS website keeps community members informed of current happenings (daily bulletin, major events); this is in addition to the automated Hot-Line. The school newspaper, published monthly, gives in-depth coverage of events and current thinking. BHS keeps in close touch with the Student Centers in other schools.

Benchmark 10.8: Establish Technology for teachers and administrators

The computer labs have been expanded and updated, increasing student and teacher use; additional computers have been set up in teacher's rooms. Teachers receive training in computer use via in-house workshops and college mini-courses. The Internet provides students and staff with the research necessary to complete projects. Communication is increased also as a result.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	4.1	3.9	3.9
Co-Supporters	4.1	3.6	3.5
Co-Learners	3.1	3.2	3.1
Co-Teachers	3.5	3.5	3.5
Co-Advisors	4.5	3.8	3.3
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

Goal 8: Parental Participation

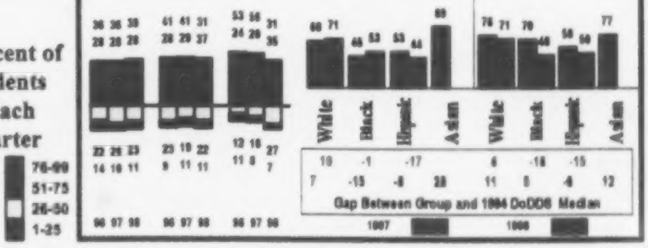
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

There are many opportunities for parent/community participation at BHS: sport booster clubs, guest speaking in classes, Moot Court, reading at the Read-Aloud, accompanying field trips. The SBM encourages parent involvement in policy issues and provides an opportunity for parents to hear and be heard. The Mentor Program offers community members a chance to take an active part.

Grade 9

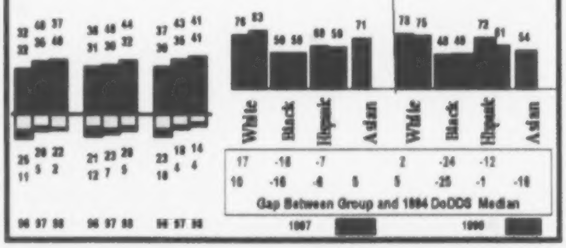
1998 Median Percentiles	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
for: **School**	66	63.3	65.1	61	55.9
District	65.4	63.4	65.1	62.3	56.8
DoDDS	70.8	68.4	68.8	64.9	62.9
Nation	50	50	50	50	50
# Students	187	187	188	188	188

Percent of Students in Each Quarter



Grade 10

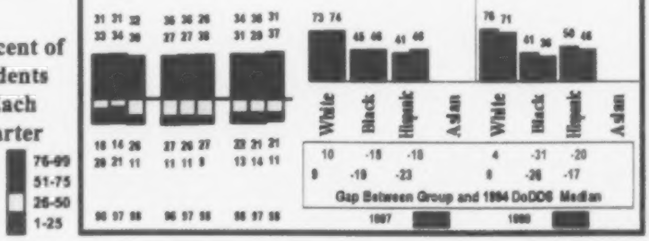
1998 Median Percentiles	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
for: **School**	67.7	70.6	70.8	67.4	67.2
District	68.8	71.2	71.3	67.6	67.7
DoDDS	70.1	70.5	70.7	68.7	67
Nation	50	50	50	50	50
# Students	172	172	172	172	172



Grade 11

1998 Median Percentiles	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
for: **School**	61.3	59.8	64	54	55.5
District	61.9	63.3	65.0	56.6	57.8
DoDDS	69.9	69	69	65.4	66.5
Nation	50	50	50	50	50
# Students	176	176	177	177	177

Percent of Students in Each Quarter



SAT Results		School	District	DoDDS	Nation
% Participating	97	60%	60%	63%	41%
	98	57%	52%	62%	43%
Math Avg Score	97	481	481	505	511
	98	496	496	505	512
Verbal Avg Score	97	498	498	515	505
	98	501	501	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Balboa HS
UNIT 0925
APO AA 34002

DSN Phone:
Fax Number: 507-272-5060
Commercial Phone:
507-272-7896

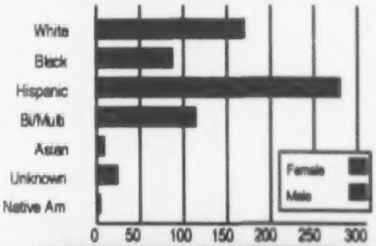
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
10	96	247	Met	36%	45%	14%	5%	0%
10	97	232	Met	47%	32%	17%	3%	1%
10	98	187	Met	50%	38%	7%	4%	0%

**Fort Clayton,
Panama**

Department of Defense Education Activity
Curundu Elementary School (K-5)
1997/98 School Profile
Barbara L. Cairns, Principal

School Characteristics

Student Enrollment - 686



Grade	
K	104
1	137
2	132
3	113
4	103
5	97
Total	686

Sponsor Affiliation	
Marine	<.5%
Army	40%
Navy	2%
Air Force	12%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	44%
Non-US Civilians	1%

Special Programs

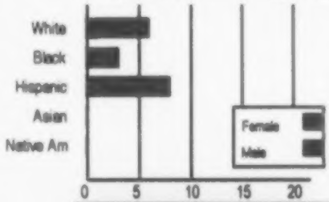
Grade Offered	Program		
PK-12	**Special Education**	71	10%
K-8	TAG	260	38%
K-12	ESL	136	20%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	3
4-6	0
7-10	4
> 10	39

Mobility Rate
33% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	2
Classroom Teachers	32.5
Special Education	4
Other Professionals	9

Teacher Education

Degree	Teachers
BA/BS	35 %
MA/MS	63 %
Doctorate	2 %

Principal's Highlights

Extremely complimentary parent surveys confirmed CES' belief that our school is a place where students learn and experience a warm and caring atmosphere.

The SIP provided the focus of integrating technology for all educational activities for the year. Teachers and parents enrolled in training seminars to enhance their skills. Parents taught in the classroom along with the teachers.

Two Internet connected computer labs and classroom computers helped students, parents and teachers improve their technology skills. Many students expanded their learning opportunities through the Internet and various after school programs and activities.

The Principal initiated a monthly "Principally Reading and Writing" program in each class to instill a love of reading and writing for all students.

Co-decision skills were continually fine-tuned through the SHP and SBM councils for all school stakeholders. Teachers, students, parents and administrators freely shared concerns and accomplishments throughout the year.

A total team effort was the foundation for this school's successes.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97/98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

We focused on improving the writing skills, incorporating technology and the Scholastic Literacy Place. The students in Grades Kindergarten through Grade Five, showed improvement according to the Scholastic Literacy Place Rubric Assessment and all grades exceeded the established objective of using technology to improve writing.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

We emphasized the integration of technology into the math curriculum. Teachers incorporated Math Keys and Internet including Math Forum. We are progressing toward our goal of increasing the use of technology to improve our math skills.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Our communication strategies focused on bilingual publications including a parent handbook, monthly newsletters and an informative web page. Parents were surveyed twice during the year and the results indicated that they were well-informed about instruction and activities, and also felt very comfortable communicating with the faculty and staff.

Benchmark 10.8: Establish Technology for teachers and administrators

Integration of the Internet was improved by linking every classroom and in two computer labs. Student usage of the Internet increased greatly by a user friendly home page. Training was offered at all times of the year through varied methods and graduate level classes to assist the staff in integrating technology in all aspects of their jobs.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	4.7	3.9	3.9
Co-Supporters	4.3	3.6	3.5
Co-Learners	4.4	3.2	3.1
Co-Teachers	3.9	3.5	3.5
Co-Advisors	4.3	3.8	3.3

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

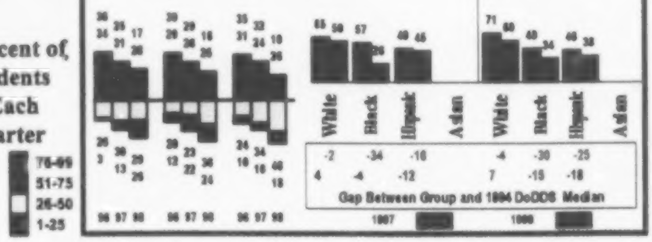
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Our parents were actively involved in all five SHP tiers. Highlights include 91% parental attendance at 1st Quarter conferences, 6 educational/parenting workshops, consistently high attendance at PTO/SHP social/recreational activities, more than 6000 hours of volunteer work, the Giraffe Project, bilingual communication, and parental participation in SBM, SHP and SIP.

Grade 3

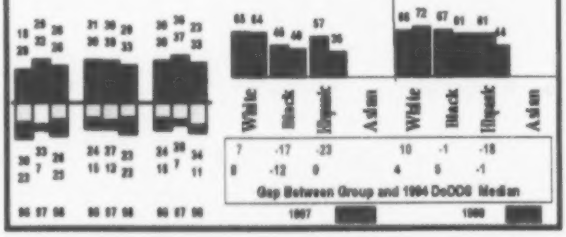
1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	45	46.2	43.2	47.7	43
District	50.1	55.2	46.5	55.7	52.7
DoDDS	57.1	61.4	50.5	57.2	53.4
Nation	50	50	50	50	50
# Students	89	89	88	89	89

Percent of Students in Each Quarter



Grade 4

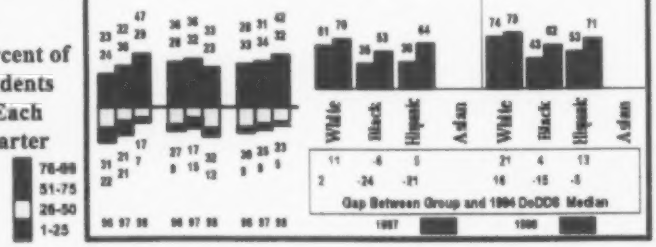
1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	52.3	53.8	53	40.8	54.7
District	63.7	60.4	62.0	61.6	63.2
DoDDS	65.1	62.8	63.6	61	61.2
Nation	50	50	50	50	50
# Students	90	90	89	90	90



Grade 5

1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	74	56	68.6	63	72
District	65.2	58.0	62.9	56.6	60.7
DoDDS	67.5	63.4	66.1	61	63.2
Nation	50	50	50	50	50
# Students	87	87	89	88	89

Percent of Students in Each Quarter



SAT Results		School	District	DoDDS	Nation
% Participating	97	NA	60%	63%	41%
	98	NA	52%	62%	43%
Math Avg Score	97	NA	481	505	511
	98	NA	496	505	512
Verbal Avg Score	97	NA	498	515	505
	98	NA	501	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Curundu ES
UNIT 0925
APO AA 34002

DSN Phone:
Fax Number: 507-287-6108
Commercial Phone:
507-287-6565

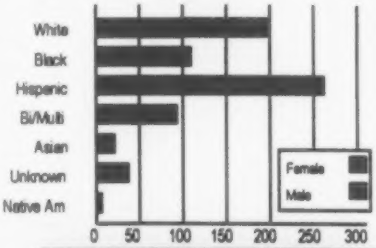
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% <> Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scorable
5	96	108	Not Met	25%	48%	21%	3%	3%
5	97	92	Met	25%	60%	10%	5%	0%
5	98	82	Met	22%	72%	5%	1%	0%

Fort Clayton, Panama

Department of Defense Education Activity
Curundu Middle School (6-8)
1997/98 School Profile
Howard Perkins, Principal

School Characteristics

Student Enrollment - 724



Grade	
6	261
7	228
8	235
Total	724

Sponsor Affiliation	
Marine	<.5%
Army	34%
Navy	4%
Air Force	25%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	35%
Non-US Civilians	1%

Special Programs

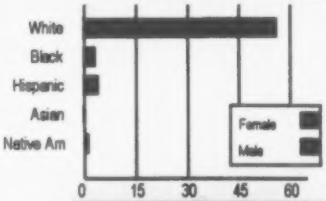
Grade Offered	Program		
PK-12	Special Education	57	8%
K-8	TAG	N/A	N/A
K-12	ESL	22	3%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	5
4-6	5
7-10	5
> 10	43

Mobility Rate
25% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	3
Classroom Teachers	43
Special Education	3.5
Other Professionals	4.5

Teacher Education

Degree	Teachers
BA/BS	30 %
MA/MS	67 %
Doctorate	3 %

Principal's Highlights

Curundu Middle School, located at the edge of Panama City in the Republic of Panama, serves 600 students in grades 6, 7, and 8. School year 1998-99 will be the last school year for CMS due to the departure of the US Military in compliance with the Panama Canal Treaty of 1977.
Curundu Middle School leaves a legacy of high achievement, physical and social development, and an enthusiastic and caring environment.

Our youth sports partnership with Army's Child and Youth Services is continuing for the third year with great success. This unique joint venture provides much needed opportunities for students to participate in an athletic program designed to enhance skills learned in PE classes, build self-esteem and foster team spirit.

Two strong schoolwide student recognition programs in place are "Student of the Month" and "Truly Outstanding People (TOPS)". Publicity for school activities includes a school newsletter, local military TV and radio spots, team newsletters, a website, homework hotlines, and a voluntary e-mail system."

DoDEA Strategic Plan School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

The Problem Solution genre was selected as the student writing across the curriculum. The English department, within the teams, and also through interdisciplinary sessions provided training where each English teacher mentored a subject. Comparisons of the scores of randomly selected samples between quarters, and a mock writing assessment impacted positively on overall writing. scores.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Strategies concentrated on the investigative and problem solving techniques. A target group of at-risk students from grades 6, 7, and 8 attended an accelerated math course in addition to their regular math program. In that group, 88% of the minority population from the lower quartile posted an average gain in math of 13.4%.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

All staff members have been trained in the use of the Internet for the purpose of technology integration across the curriculum. 100% of the staff took advantage of other technology training. 65% of the staff used the Internet as a resource for lesson plans, research, classroom instruction, and e-mail services. A short circuit broadcasting system was installed and is used for various programs by the school.

Benchmark 10.8: Establish Technology for teachers and administrators

All staff members and administrators have e-mail access in their respective rooms/offices. An e-mail program was set up to get news to any parents who signed up to be on the cc-mail list. Advanced use of ccmail was offered to teachers and administrators. Most teachers were using Integrade for record keeping purposes. In addition, most classrooms have an Internet connection .

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.6	3.9	3.9
Co-Supporters	3.2	3.6	3.5
Co-Learners	3.2	3.2	3.1
Co-Teachers	3.3	3.5	3.5
Co-Advisors	3.5	3.8	3.3
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

Goal 8: Parental Participation

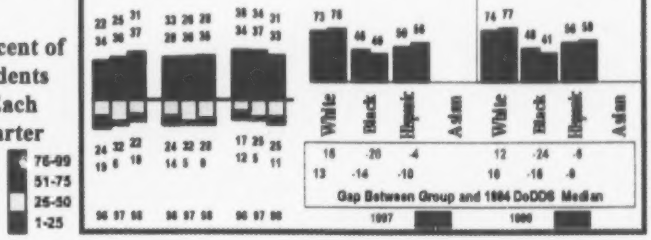
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

A year- end evaluation of parental participation and the impact of school/ home partnership efforts found strength in the team approach to involving parents in the school. Examples of team initiatives, which drew in parents, were team-sponsored orientations at the beginning of the school year, team award ceremonies, and the use of individual team homework hotlines.

Grade 6

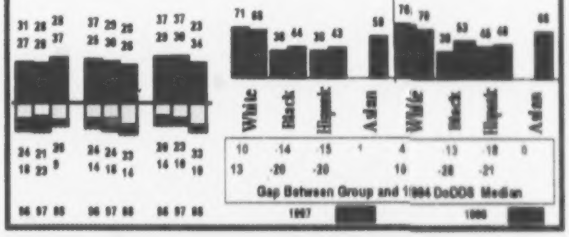
1998 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	62.5	59.7	61.6	60.2	65.3
District	62.6	60.6	61.2	60.1	65.1
DoDDS	62.7	65.2	64.7	62	64.9
Nation	50	50	50	50	50
# Students	234	234	234	234	234

Percent of Students in Each Quarter



Grade 7

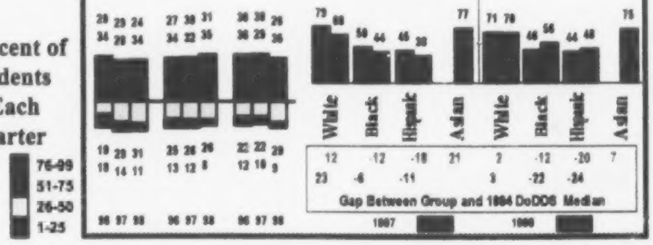
1998 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	58.5	54	56	50.4	56
District	59.6	55.0	56.5	51.5	57.9
DoDDS	68.6	64.6	65.9	59.9	64.9
Nation	50	50	50	50	50
# Students	208	208	209	208	209



Grade 8

1998 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	56.7	60.3	59.4	50.5	59.3
District	57.0	60.4	59.3	50.7	58.9
DoDDS	59.8	64.3	62.7	61.3	60.7
Nation	50	50	50	50	50
# Students	193	193	193	193	193

Percent of Students in Each Quarter



SAT Results		School	District	DoDDS	Nation
% Participating	97	NA	60%	63%	41%
	98	NA	52%	62%	43%
Math Avg Score	97	NA	481	505	511
	98	NA	496	505	512
Verbal Avg Score	97	NA	498	515	505
	98	NA	501	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Curundu MS
UNIT 0925
APO AA 34002

DSN Phone:
Fax Number: 507-286-3513
Commercial Phone:
507-286-6206/6254

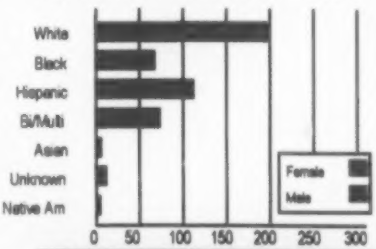
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	96	273	Not Met	28%	32%	25%	8%	2%
8	97	255	Met	36%	42%	15%	4%	2%
8	98	194	Met	34%	52%	10%	2%	2%

Fort Clayton,
Panama

Department of Defense Education Activity
Fort Clayton Elementary School (PK-5).
1997/98 School Profile
Barbara Seni, Principal

School Characteristics

Student Enrollment - 463



Special Programs			
Grade Offered	Program		
PK-12	**Special Education**	51	11%
K-8	TAG	50	11%
K-12	ESL	46	10%
1	Reading Recovery	21	27%
7-12	AVID	N/A	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

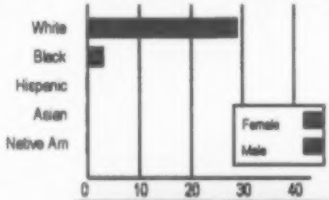
Grade	
PreK	16
K	84
1	77
2	82
3	71
4	78
5	55
Total	463

Sponsor Affiliation	
Marine	<.5%
Army	84%
Navy	<.5%
Air Force	9%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	6%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	0
1-3	2
4-6	3
7-10	4
> 10	17

Mobility Rate
55% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	1
Classroom Teachers	17
Special Education	4
Other Professionals	5.5

Teacher Education	
Degree	Teachers
BA/BS	38 %
MA/MS	59 %
Doctorate	3 %

Principal's Highlights

Fort Clayton Elementary maintains its reputation for being a model school for best practices in the field of education. We continue to adhere to the belief that school, parents, and community members working together can enable each student to be a productive member of our ever-changing society. A warm, positive climate of mutual trust and support provides for the optimal growth and development of our students and staff.

Fort Clayton continues to be a mulit-faceted educational institution. We serve a diverse population of students. All teachers provide quality instruction, integrate the curriculum across disciplines, teach/reinforce organizational skills, and establish shared expectations for behavior and quality of work. Computer literacy skills have expanded greatly across grade levels. Home-School Partnership initiatives continue to involve parents in the educational process.

We provide the best quality education to our students. We strive to meet the needs of every child committed to our care. Fort Clayton is proud of its continued "success for all" reputation.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97/98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Emphasis was to develop personal, intellectual, and social literacy through integrated reading and writing experiences at school and at home. Supporting activities included pre-implementation of the Scholastic Literacy Place language arts series, continuation of the Reading Around the World (at home) reading program, and development of electronic writing portfolios.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Math standards were implemented using MathLand and supplemental materials. In science, the focus was on the scientific method with particular emphasis on observation logs. Students demonstrated their understanding and communication of math and science concepts through logs and/or portfolios, stressing vocabulary.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Effective Communication expanded the extensive strategies in place. External included monthly newsletters from SHP, PTO, administration and teachers, two outdoor marquees, and media coverage of school events. Internal included bulletins, faculty meetings, and a central planning calendar.Bulletins, SBM minutes and media/health information are published on the school intranet.

Benchmark 10.8: Establish Technology for teachers and administrators

The Technology Committee focused on Benchmark 3.10. 95% of our students completed 2-5 tech projects using the Project Based Learning Approach. All teachers submitted technology lesson plans in support of their curricular areas. Students saved work samples on disks into Electronic Portfolios.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	4.1	3.9	3.9
Co-Supporters	3.3	3.6	3.5
Co-Learners	2.9	3.2	3.1
Co-Teachers	3.3	3.5	3.5
Co-Advisors	3.9	3.8	3.3

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

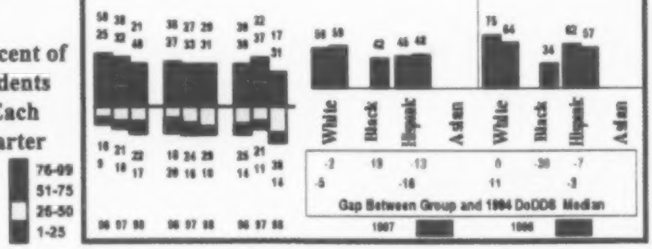
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Initiatives to encourage parent involvement in student learning have included interactive homework, career day, and support of the parent volunteer program. Interested parents were provided with parenting and stress management classes through coordination with ACS. Developmental guidelines appropriate to each grade level were distributed to parents during parent teacher conferences.

Grade 3

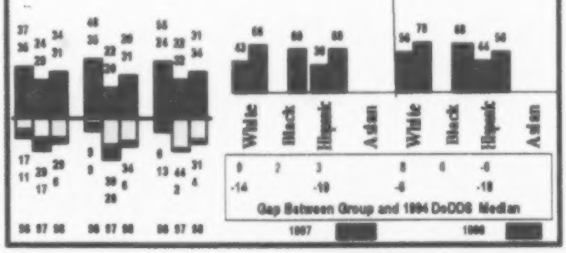
1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	58	57.5	49.7	52.3	55
District	50.1	55.2	46.5	55.7	52.7
DoDDS	57.1	61.4	50.5	57.2	53.4
Nation	50	50	50	50	50
# Students	58	58	58	58	58

Percent of Students in Each Quarter



Grade 4

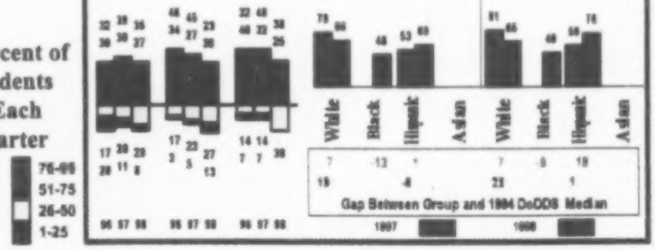
1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	62.6	55.6	58	62	66.3
District	63.7	60.4	62.0	61.6	63.2
DoDDS	65.1	62.8	63.6	61	61.2
Nation	50	50	50	50	50
# Students	68	68	68	68	68



Grade 5

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	59	58.7	63.3	54.7	62.5
District	65.2	58.0	62.9	56.6	60.7
DoDDS	67.5	63.4	66.1	61	63.2
Nation	50	50	50	50	50
# Students	96	96	96	96	96

Percent of Students in Each Quarter



SAT Results		School	District	DoDDS	Nation
% Participating	97	NA	60%	63%	41%
	98	NA	52%	62%	43%
Math Avg Score	97	NA	481	505	511
	98	NA	496	505	512
Verbal Avg Score	97	NA	498	515	505
	98	NA	501	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Fort Clayton ES
UNIT 0925
APO AA 34002

DSN Phone:
Fax Number: 507-288-6350
Commercial Phone:
507-288-6569

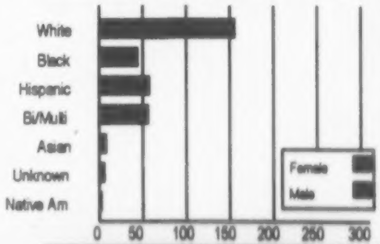
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	60	Met	33%	55%	10%	2%	0%
5	97	44	Met	41%	54%	0%	2%	2%
5	98	47	Met	15%	79%	2%	2%	2%

Fort Clayton,
Panama

Department of Defense Education Activity
Fort Kobbe Elementary School (PK-5)
1997/98 School Profile
Vinita Swenty, Principal

School Characteristics

Student Enrollment - 325



Grade	
PreK	13
K	49
1	54
2	82
3	39
4	51
5	37
Total	325

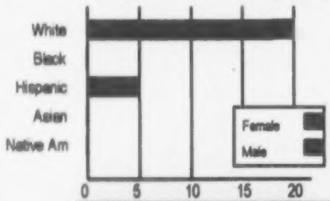
Sponsor Affiliation	
Marine	<.5%
Army	40%
Navy	<.5%
Air Force	57%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	3%
Non-US Civilians	<.5%

Special Programs			
Offered	Program		
PK-12	Special Education	42	13%
K-8	TAG	19	6%
K-12	ESL	4	1%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Year	Teachers
New	1
1-3	0
4-6	4
7-10	5
> 10	14

Mobility Rate
36% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	1
Classroom Teachers	15
Special Education	3
Other Professionals	4.5

Teacher Education	
Degree	Teachers
BA/BS	64 %
MA/MS	28 %
Doctorate	8 %

Principal's Highlights

Fort Kobbe Elementary School has with the assistance of the school based management council (SBM) and the military community installed the Internet throughout the school. Parent participation has steadily increased throughout the year and partnerships have been developed with the military units, AAFES, and the Child Development Center. Our school home partnership committee worked diligently to include fathers' participation. A highlight was the "Dessert for Dads" activity with 191 fathers participating.

Our school consists of grades K-5 to include a prekindergarten program for students with handicapping conditions. We are a Blue Ribbon Award winning school and we are fully accredited by the North Central Association (NCA). This next year we will have a Sure Start preschool program.

The School Improvement Plan has received wide spread support from the staff, parents, Parent Teacher Organization (PTO), and the School Based Management Council (SBM). The School Improvement Committee composed of parents and teachers is committed to providing a positive approach to learning and discipline through developmentally appropriate activities.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

The genre of Personal Narrative was targeted for this year for our portfolios. Three writing samples were taken throughout the year, scored and placed in portfolios. Technology integration through computer published works, as well as published writings in the school newspaper were emphasized. A current events newspaper was used to promote the current events for Social Studies.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

A parent workshop on math skills and ways parents can help students at home was led by the Math SIP Chair and the DSO Math Liaison. More science CDRoms were purchased for use in the computer lab. We had approximately 90 families participate in this year's Family Science Night, which offered two activities for each family. A school-wide science fair was held.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Technology continued to be used in the form of monthly ET newsletters to staff, parent newsletters, standardized forms, surveys, daily faculty bulletins, and CCMail. The Internet and CCMail can now be accessed in each classroom. Student health records are now computerized. PE department computerized student fitness reports. Surveys conducted to plan future technology training.

Benchmark 10.8: Establish Technology for teachers and administrators

Training by the ET included Literacy Place CD-ROMs, Gradebook +, the Internet, and CCMail. Co-teaching by the ET and classroom teachers provided training to the students in new software programs. The PE department created computerized fitness grams. After-school computer clubs were formed. The website was updated as needed. Computer lab usage increased.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	4.5	3.9	3.9
Co-Supporters	4.1	3.6	3.5
Co-Learners	3.9	3.2	3.1
Co-Teachers	4.2	3.5	3.5
Co-Advisors	4.5	3.8	3.3

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

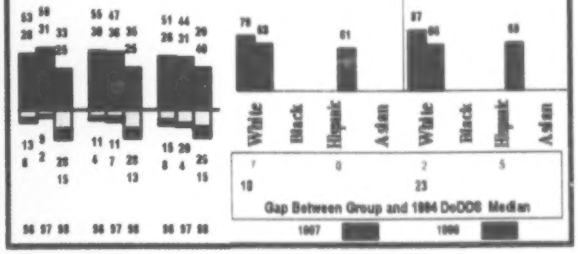
The school continues to enhance the collaborative relationships between families and educators by utilizing the multi-tiered School Home Partnership (SHP) model. The five tiers focus on school and home as co-communicators, co-supporters, co-learners, co-teachers, and co-decision makers. a multitude of strategies were utilized to strengthen each tier.

Grade 3

1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	52.7	61.5	58	64.5	66.5
District	50.1	55.2	46.5	55.7	52.7
DoDDS	57.1	61.4	50.5	57.2	53.4
Nation	50	50	50	50	50
# Students	40	40	40	40	40

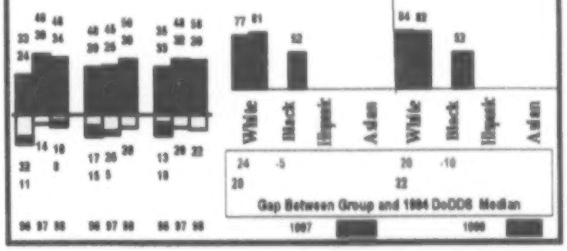
Percent of Students in Each Quarter

76-99
51-75
26-50
1-25



Grade 4

1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	75	75	81.2	78	72.3
District	63.7	60.4	62.0	61.6	63.2
DoDDS	65.1	62.8	63.6	61	61.2
Nation	50	50	50	50	50
# Students	50	50	50	50	50

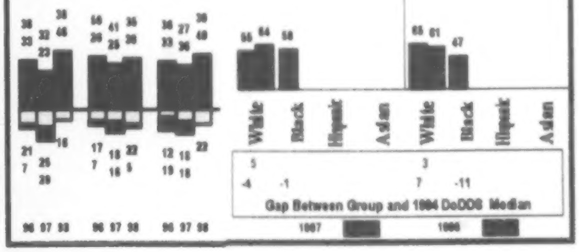


Grade 5

1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	68.7	65	63	61.8	55
District	65.2	58.0	62.9	56.6	60.7
DoDDS	67.5	63.4	66.1	61	63.2
Nation	50	50	50	50	50
# Students	37	37	37	37	37

Percent of Students in Each Quarter

76-99
51-75
26-50
1-25



SAT Results					
		School	District	DoDDS	Nation
% Participating	97	NA	60%	63%	41%
	98	NA	52%	62%	43%
Math Avg Score	97	NA	481	505	511
	98	NA	496	505	512
Verbal Avg Score	97	NA	498	515	505
	98	NA	501	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Fort Kobbe ES
UNIT 0714
APO AA 34001-0005

DSN Phone:
Fax Number: 507-284-6362
Commercial Phone:
507-284-3106

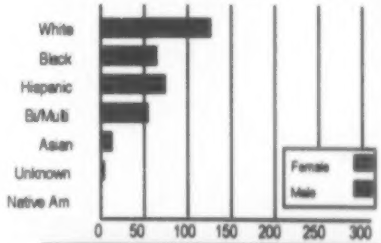
DoDEA Writing Assessment									
				Percent at Each Performance Level					
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	43	Met	21%	58%	19%	0%	2%
5	97	46	Met	17%	67%	6%	4%	4%
5	98	32	Met	12%	88%	0%	0%	0%

Fort Clayton, Panama

Department of Defense Education Activity
Howard Elementary School (K-5)
1997/98 School Profile
Susan Beattie, Principal

School Characteristics

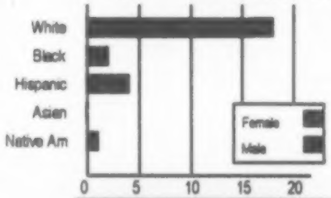
Student Enrollment - 333



Grade	
K	53
1	49
2	71
3	64
4	44
5	49
Total	333

Sponsor Affiliation	
Marine	1%
Army	2%
Navy	19%
Air Force	68%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	10%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program		
PK-12	Special Education	33	10%
K-8	TAG	N/A	N/A
K-12	ESL	8	2%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	3
4-6	2
7-10	0
> 10	15

Mobility Rate
50% Per Year

School Staff

Category	FTE
Administrators	1
Classroom Teachers	17.5
Special Education	2
Other Professionals	4.5

Teacher Education

Degree	Teachers
BA/BS	44 %
MA/MS	56 %
Doctorate	0 %

Principal's Highlights

School year '97-'98 at Howard Elementary School was characterized by an emphasis on high achievement for all children and a renewed effort to promote School Home Partnership through School-Based Management, Parent Teacher Organization activities, and volunteer efforts.

One highlight of the school year was the effort to bring the highest level of educational technology supporting all areas of learning needed to function successfully in the real world. The school was fully wired, new hardware and software installed, and teachers received training on its use. Students now use educational technology to prepare projects, practice basic skills, conduct research, and to utilize electronic mail. National Geographic KidsNet connected students to other students all over the world on special projects.

DoDEA Strategic Plan: School Improvement Implementation
School Year '97-'98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Plans have centered on enhancing student writing in various genres using the Literacy Place writing projects and rubric assessments. Writing scores were collected 3 times during the year from the classroom teachers. A list of varied writing genres used in each grade level was compiled. An After School Reading Club and a visit by 3 authors involved students, teachers, and parents.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

Strategies used to narrow the gap in math included weekly enrichment classes taught by the enrichment teacher, an after school math club was organized to teach basic math skills, problem solving in Spanish was taught by the Host Nation teacher, and direct instruction in test taking skills was emphasized . The use of math technology was monitored throughout the year.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Technology continued to be used in the form of monthly Educational Technologist newsletters to staff, parent newsletters, standardized forms, surveys, daily faculty bulletins, and CCMail. The Internet and CCMail can now be accessed in each classroom. Student health records are now computerized. Surveys were conducted to plan future technology training.

Benchmark 10.8: Establish Technology for teachers and administrators

Training by the Educational Technologist (ET) included how to use CD-ROMs, Gradebook +, the Internet, Math Keys, Type to Learn, Paws In Typing Town and CCMail. Co-teaching by the ET and classroom teachers provided training to the students in new software programs. After school computer clubs were formed. The website was updated as needed. Computer lab usage increased.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	3.7	3.9	3.9
Co-Supporters	3.2	3.6	3.5
Co-Learners	2.0	3.2	3.1
Co-Teachers	3.7	3.5	3.5
Co-Advisors	2.7	3.8	3.3
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

Goal 8: Parental Participation

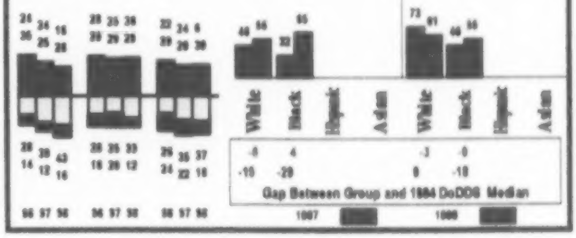
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

Parents actively served on SHP/SBM/PTO committees in a variety of activities throughout the school year. Many activities, within classrooms and school-wide, were provided with active parental and military unit sponsorship. A SHP attitudinal survey was completed by parents and issues/comments have contributed to goal setting for 98-99 School Improvement Plan.

Grade 3

1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	44.2	55	46	55.4	54
District	50.1	55.2	46.5	55.7	52.7
DoDDS	57.1	61.4	50.5	57.2	53.4
Nation	50	50	50	50	50
# Students	51	51	51	51	51

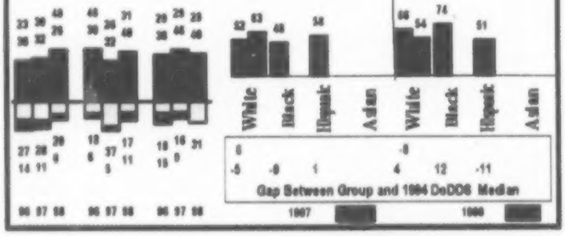
Percent of Students in Each Quarter



76-99
51-75
26-50
1-25

Grade 4

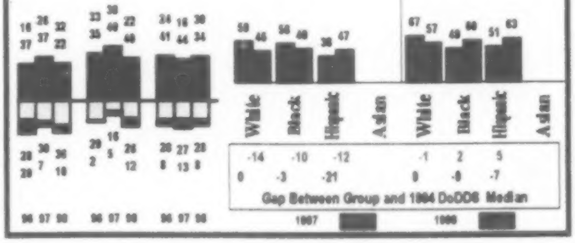
1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	75	68	63	69	63.5
District	63.7	60.4	62.0	61.6	63.2
DoDDS	65.1	62.8	63.6	61	61.2
Nation	50	50	50	50	50
# Students	35	35	35	35	35



Grade 5

1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	55.7	56.8	56.5	47	58.5
District	65.2	58.0	62.9	56.6	60.7
DoDDS	67.5	63.4	66.1	61	63.2
Nation	50	50	50	50	50
# Students	50	50	50	50	50

Percent of Students in Each Quarter



76-99
51-75
26-50
1-25

SAT Results					
		School	District	DoDDS	Nation
% Participating	97	NA	60%	63%	41%
	98	NA	52%	62%	43%
Math Avg Score	97	NA	481	505	511
	98	NA	496	505	512
Verbal Avg Score	97	NA	498	515	505
	98	NA	501	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Howard ES
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APO AA 34001-0005

DSN Phone:
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Commercial Phone:
507-284-3919

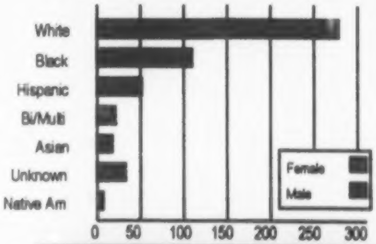
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	56	Met	27%	48%	23%	2%	0%
5	97	54	Met	30%	52%	17%	2%	0%
5	98	52	Met	8%	90%	2%	0%	0%

Guantanamo Bay, Cuba

Department of Defense Education Activity
W. T. Sampson Schools (PK-12)
1997/98 School Profile
Ronald Sharik, Principal

School Characteristics

Student Enrollment - 519



Special Programs			
Grade Offered	Program		
PK-12	Special Education	52	10%
K-8	TAG	42	10%
K-12	ESL	4	1%
1	Reading Recovery	N/A	N/A
7-12	AVID	27	▨
AP Courses Offered		3	▨
Students Taking AP Courses		3	7%

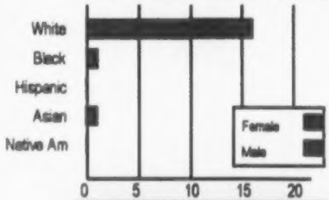
Grade	
PreK	3
K	45
1	57
2	53
3	50
4	44
5	46
6	48
7	43
8	41
9	27
10	19
11	28
12	15
Total	519

Sponsor Affiliation	
Marine	9%
Army	<.5%
Navy	69%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	21%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	0
1-3	2
4-6	2
7-10	4
> 10	34

Mobility Rate
31% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	31
Special Education	2.5
Other Professionals	6

Teacher Education	
Degree	Teachers
BA/BS	29 %
MA/MS	67 %
Doctorate	4 %

Principal's Highlights

W. T. Sampson is a K-12 unit school located on 2 separate campuses on a remote military site on the island of Communist Cuba. The two complexes share staff and logistical support. To offer a wide range of classes and programs, teachers are required to be multi-faceted. The two schools were reopened in January 1996 after being closed for a year and a half. The reopening in the middle of the school year created many unique and unforeseen challenges. The schools were merged during the 1996/97 school year.

The school improvement process evolved into a unit school concept. Teachers focused on activities and programs to extend and support all benchmarks. The challenge of combining school improvement plans caused many modifications to occur. One major outcome was increased articulation between elementary and high school teachers. Collecting and analyzing data in both math and written language enabled decision making to be more meaningful on a larger scale. Great gains have been made in the area of writing. Math needs have been identified from weaknesses noted in standardized testing and staff perceptions. Technology advancements have been made but continue to be a challenge due to the isolated location, antiquated equipment and limited services available.

DoDEA Strategic Plan School Improvement Implementation
School Year 97/98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

The school continues writing across the curriculum to increase the proficiency of students' written expression. Continued weekly writing to prompts in the four different modes has made students more comfortable with the writing process. Results of DoDDS writing assessments, CTBS, and a locally designed writing assessment indicate that writing skills continue to improve.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

The math and science departments analyzed test data to identify all students that scored in the lowest quartile. Honor Society students have been used as peer tutors, in addition to parent and community volunteers. All students in grades 3-6, and all math students in grades 7-12 were administered the Math GOALS test. Data was used by teachers to identify strengths and weaknesses.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Pre and Post surveys were distributed to measure our progress in increasing communication between school, teachers, and home. New initiatives were put into place as a result of the surveys, such as: good news postcards, homework answering machines, school newspapers directly mailed to each home, and honor roll letters mailed to parents.

Benchmark 10.8: Establish Technology for teachers and administrators

Great strides have been made with the coordination of planning among DoDEA, base officials, MWR, and school personnel. Limited internet access and training has been provided to the learning resource centers at both complexes, with continued expansion scheduled. Teachers received computer training and more computers were placed in classrooms.

[illegible]			
Tier	School	District	DoDDS
Co-Communicators	2.7	3.9	3.9
Co-Supporters	2.9	3.6	3.5
Co-Learners	2.3	3.2	3.1
Co-Teachers	2.4	3.5	3.5
Co-Advisors	2.4	3.8	3.3

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

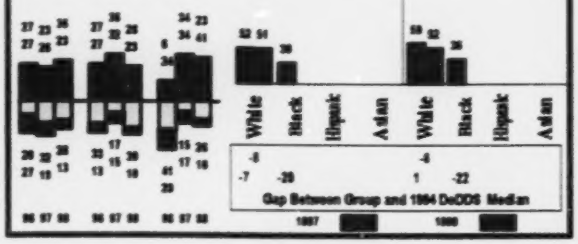
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Youth services relocated to the elementary complex and is providing additional resources, staffing and support. The base library combined with the media centers at both complexes giving students and staff access to additional resources. Telephones in all classrooms allow teachers and parents to communicate more frequently and in a timely manner.

Grade 5

1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	59	54	61	53	54
District	65.2	58.0	62.9	56.6	60.7
DoDDS	67.5	63.4	66.1	61	63.2
Nation	50	50	50	50	50
# Students	39	39	39	39	39

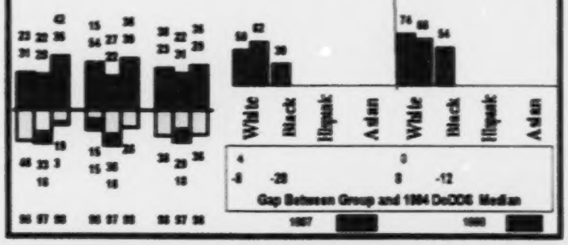
Percent of Students in Each Quarter



76-99
51-75
26-50
1-25

Grade 7

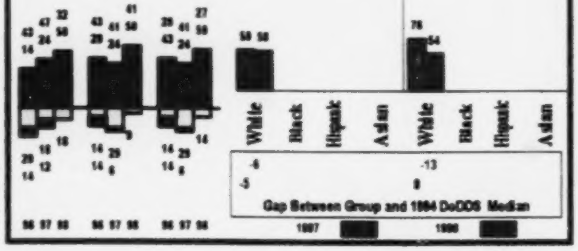
1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	71	62.5	60	57	67
District	59.6	55.0	56.5	51.5	57.9
DoDDS	68.6	64.6	65.9	59.9	64.9
Nation	50	50	50	50	50
# Students	31	31	31	31	31



Grade 11

1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	68.5	73	68.5	64	69.7
District	61.9	63.3	65.0	56.6	57.8
DoDDS	69.9	69	69	65.4	66.5
Nation	50	50	50	50	50
# Students	22	22	22	22	22

Percent of Students in Each Quarter



76-99
51-75
26-50
1-25

SAT Results

% Participating	97	NA	60%	63%	41%
	98	NA	52%	62%	43%
Math Avg Score	97	NA	481	505	511
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Notes

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CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

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53-99-3500

[illegible]

				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	98	45	Met	18%	73%	9%	0%	0%
8	96	15	Not Met	7%	33%	47%	13%	0%
8	97	25	Not Met	0%	52%	36%	8%	4%
8	98	35	Not Met	20%	43%	26%	11%	0%
10	96	12	Not Met	33%	33%	25%	8%	0%
10	97	36	Met	31%	44%	17%	8%	0%
10	98	18	Met	11%	78%	11%	0%	0%

DoDEA

Department of Defense Education Activity

DoDEA Pamphlet 98-C-014.

Prepared by: Accountability Division and Communications Office, Department of Defense Education Activity. 4040 North Fairfax Drive Arlington, Virginia 22203

Photos: P. Lambe